

Back to School!
ABC

My Name :.....

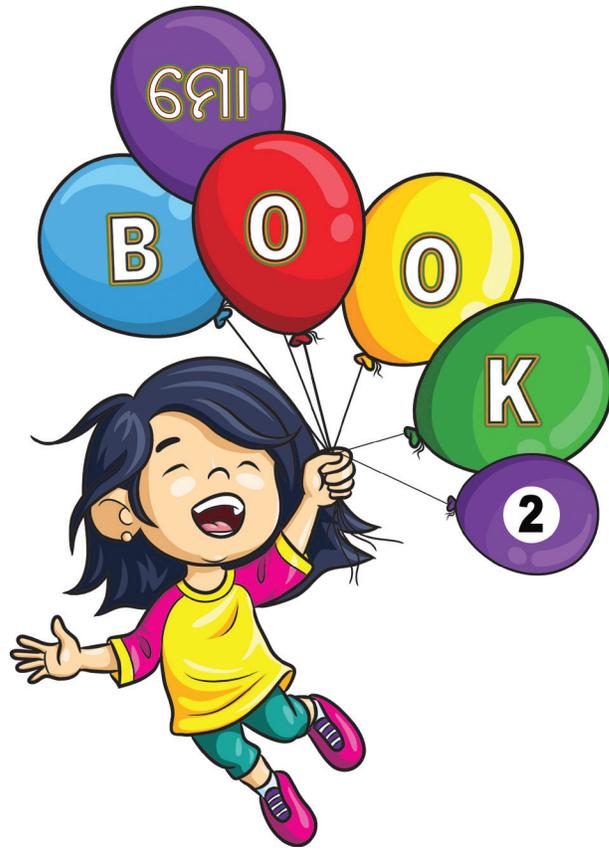
My Father's Name :.....

My Mother's Name :.....

Name of My School :.....

Name of My Class Teacher :.....

Name of My Village :.....



Preparatory Workbook for
Class-1



DEPARTMENT OF ST & SC DEVELOPMENT
MINORITIES & BACKWARD CLASSES WELFARE
GOVT. OF ODISHA

MO BOOK

Preparatory Workbook for Class-1

A team from the Bakul Foundation and Kalinga Institute of Social Sciences (KISS) has designed this workbook and the teaching module with the following features:

- Experiential Learning through varied activities.
- Emphasis on 3R methodology – Repetition, Recapitulation and Reinforcement.
- Implementation of joyful learning concepts.

Mentor & Guide

Prof. (Dr.) A. B. Ota,

Advisor-cum-Director & Special Secretary
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FOREWORD

The School Readiness Program (SRP) under the flagship program ANWESHA is a farsighted initiative of the SC ST department, Government of Odisha, for children living in districts having a large tribal population.

The purpose of this SRP is to prepare children who have not had any formal pre- primary schooling and desiring admission into private English medium schools in Grade-I, to be school ready with a standard level of literacy and numeracy, enabled by tutors trained specifically for this purpose. The program will prepare these delicate minds to face lesser challenges in the learning and adjustment process thus enabling a smooth transition to primary school.

This book is an experimental edition. A group of educationists, researcher and practitioners has carefully prepared this book. I would like the teachers to carefully read through 'A NOTE FOR THE TEACHER' provided for them in this book and teach the book accordingly. I also want the inspecting officials to go through the book and supervise the classes accordingly. The workbooks are carefully built along with a teaching module (TRANSACTIONAL MODULE). The teacher should use the workbooks following the teaching methods given in the transactional module to facilitate a learner -centred approach.

I am sure this new approach will help our learners to achieve all essential skills & development - Pre-primary skills, cognitive development, gross motor development, fine motor development and socio-emotional development. I thank the authors and coordinators for their sincere efforts in preparing the excellent materials.

Your valuable suggestions & feedback for the improvement of the book are welcome.

Ranjana Chopra (IAS)

Principal Secretary
Department of ST & SC Development,
Minorities & Backward Classes Welfare, Govt. Of Odisha

DIRECTOR'S MESSAGE

The right to education encompasses the right of every child to receive a wholesome education for their intellectual, physical, social and emotional development. The ANWESHA program has been envisioned with this ideal in mind so that no child is left behind for dearth of available opportunities. To make this project successful, a new School Readiness Program has been developed by a group of educationists that will prepare these very young children who have never been exposed to a formal learning environment and are about to enter Class 1 in private English medium schools. I am very hopeful that the outcome of this module will be very positive with more confident children and those who will be at par with the children from formal schooling backgrounds.

My best wishes for the success of this new program, the teachers who will make it possible and the young, enthusiastic learners.

I am thankful to all the members who have helped in the development of this School Readiness Program and the creators of 'MO BOOK'.

Ms. Guha Poonam Tapaskumar, IAS
Director (ST) cum CEO OTDS
Department of ST & SC Development,
Minorities & Backward Classes Welfare
Govt. Of Odisha

PREFACE

Teaching new language to young children is a difficult task because they are used to their Mother Tongue. This situation is more prominent among the children of schools run by the department. However, with proper design and using different teaching techniques the transition could be possible.

This transactional module has been developed on the basic tenets of learning – the 3 R's – namely, Repetition, Recapitulation and Reinforcement where all three are of supreme importance in the case of children's learning. Additionally, the teaching process will be supplemented by joyful activities like singing, rhymes, coloring, storytelling, role play, games and audio visual time, inside and outside the classroom. While drawing up the objectives for this module, the authors focused on some non-negotiable concepts that had to be imparted to children. They are:

- Ability to introduce themselves (basically own name, parents' names, the village or town they belong to)
- Following simple instructions in English to know and follow the daily routine.
- Communicating needs, likes and dislikes and problems.
- Good manners and hygiene.
- Concepts for their cognitive development, like basic colors, shapes, parts of the body, fruits, vegetables, flowers, days of the week and months, etc.
- Basic numeracy- numbers up to 10 in writing and orally up to 20.
- Basic literacy- phonic skills and writing alphabets, writing and forming three letter words (CVC) reading a few sight words and short sentences.
- Reciting a few rhymes in English and Odia.
- Basic addition of single digit numbers through representational objects.
- Road safety.
- Good touch, bad touch.

In order to achieve the above-mentioned goals, by means of the workbook and other activities, a multipronged approach has been adopted, whereby all the stakeholders in the hostel, like the tutors, caretakers, CCA will have a role to play, however small it may be. This is to keep the children in a stimulating environment.

The project objective is also to train the Anwasha tutors to equip them with the skills required for successfully executing this transactional module. And we hope the trained tutors will be eager to introduce methods that children will be comfortable with and at the same time yield the desired results.

Prof. (Dr.) A. B. Ota,

Advisor-cum-Director & Special Secretary
SCSTRTI, Govt. of Odisha.



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A NOTE FOR THE TEACHER

Dear Teacher,

Mo Book is, in all likelihood, the first book the child will be working with ever. You are, therefore, in many ways, the first formal teacher of the child, and you are the main person responsible for initiating the child at a tender age into formal learning and ensuring that the child develops an interest in learning and actually learns.

1. For learning to happen, as you would know the very first requirement is to create an environment conducive to learning. Given the challenge of the child being away from home and familiar environment, it is extremely important to **make the child feel comfortable in her/his new environment**, away from home. Learning can happen only when the child feels 'at home'.

It is strongly recommended that the transaction between you and the child does not happen only in classroom settings but as much as possible in informal settings such as the playground and dining hall, even while engaged in other activities. A lot of learning can happen and often more effectively without the child feeling that he is being taught.

2. The child will want to learn if the **learning is fun**. Hence, you must continuously try to give the child a joyful learning experience. This can happen through abundant and effective use of games, song, dance and drama both by tutor and the children. In fact, **all the activities in the workbook and outside of it are meant for pleasure** and are aimed at achieving a holistic development of the child. They must be conducted in a joyful and disciplined atmosphere, with the active involvement of children.
3. The child will also want to learn if the child feels **safe in the environment** and does not feel threatened by other students or adults. It is important for the child to feel absolutely safe with the tutor and to trust the tutor. Otherwise, the child would not be open to learning. **It is most helpful when the child sees the tutor really as a FRIEND**. When the child trusts you and confides in you, you will know better the factors that are hampering the child's learning.

The child should also have NO FEAR while learning - fear of making mistakes, fear of being laughed at, fear of humiliation and fear of the English language as well. Hence, wherever possible, questions should be posed to a group and not an individual. If the group answers correctly, it is the individual child's achievement but if it fails to answer correctly, it is the group's failure, not the child's.

4. Once we have created an interest in the child to learn, it is important to increase the appetite of the child for learning. This can happen when we constantly motivate the child and ensure that the child does not feel demotivated or humiliated. **Praise and appreciation for their efforts and every little progress** is, therefore, very important to let them experience the joy of achievement, and that will motivate them. It is not the fault of the children that unlike his other fellow students, they did not have exposure to English in their earlier environment or could not go through a few years of pre-schooling. In fact, the tribal children should be told how there are certain areas of knowledge and skills in which they are better than other children.

5. Keeping these things in mind, we have aimed to introduce the English language to the children in a graded manner. It is also important that the words are used again and again in the same or different contexts and words for familiar objects are used regularly. **Repetition without making it boring will help in learning.**
6. And lastly, use all the teaching aids given in the kit to make your interactions with the children more meaningful and make every object around you, a teaching aid.
7. All the rhymes, stories and activities have been chosen keeping in mind the cognitive and emotional development of the child. But you are free to substitute them as per the needs of the class. **A teacher needs to use her imagination and creativity all the time to make learning a fun experience.**

Regarding the teaching of the English alphabet, as you are going to see, we have laid a lot of emphasis on phonics. Language is nothing but sounds used meaningfully. If a child's base in phonics is strong, it will not only help her to read better and faster but also to spell better. When you go through the workbook, you will notice that the vowel sounds have been introduced first. This is because every word requires one or more vowels to be formed. So, they need to be practiced well first after which the consonants are taken up.

When the child learns to write, the child must be encouraged to form the letters correctly, as per the directions, having the correct grip of the pencil. This must be done under your strict supervision.

"The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination."

Maria Montessori

In your Class

- *Does the child show interest?*
- *Does the child find enjoyment?*
- *Is the child safe?*

Remember

- *to smile often.*
- *to Repeat, Repeat and Repeat*
- *entertainment is key to education*
- *everything can be a teaching aid*

Your valuable feedback regarding this workbook is most welcome.

Authors

I know the vowel sounds

The activities of this week are based on

- Writing all vowels
- Recognizing the sounds of *b, c, d, f, g, h*.
- Writing the letters *b, c, d, f, g, h*
- Wild and domestic animals
- Differentiating between rough and smooth
- Recap of shapes circle & rectangle
- Writing 1-6
- Learning numbers 7, 8, 9
- Writing a-i

Date:

Week

8

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

Date:

Week

8

Write the letters/ words as shown.

a

e

i

o

u



Say the sound and circle the letter 'b' in these word.

bee

tab

ball

bat

boy

baby

Say the sound and circle the letter 'c' in these words.

cot

cock

can

cup

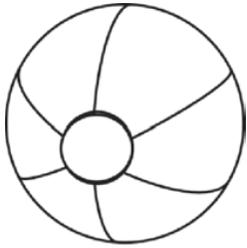
car

cow

Letters make sounds

b says -b-

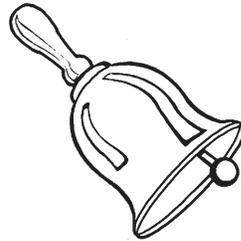
What is the first sound in every word?



ball



banana

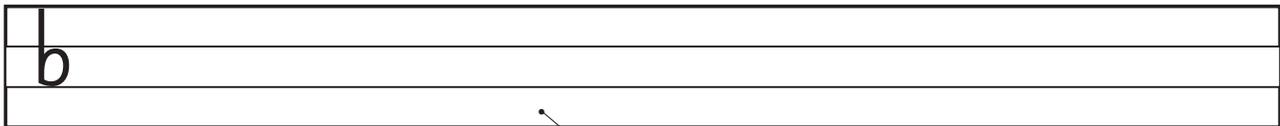
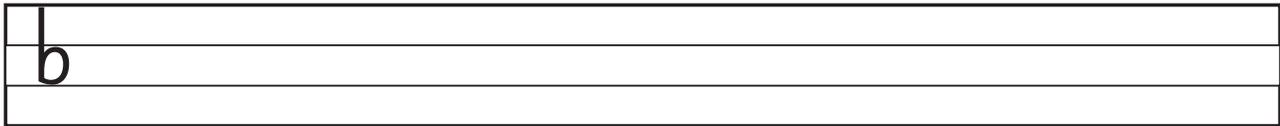
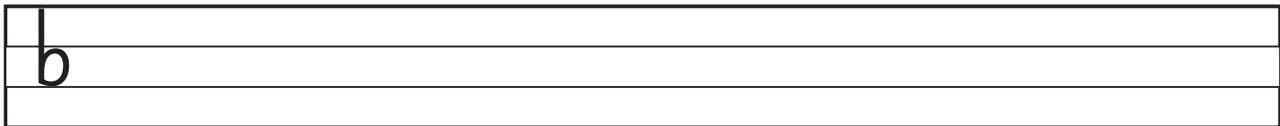
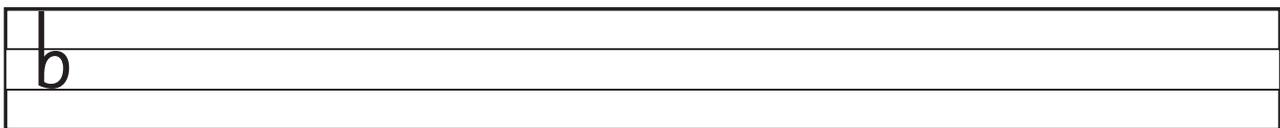
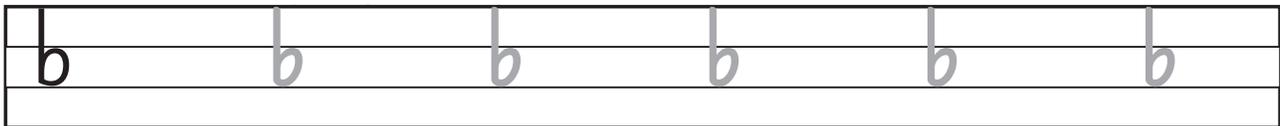
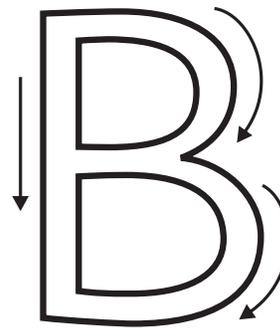
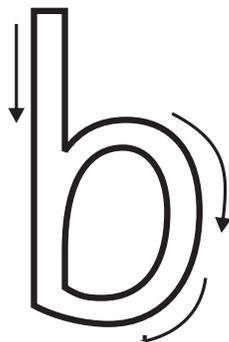


bell

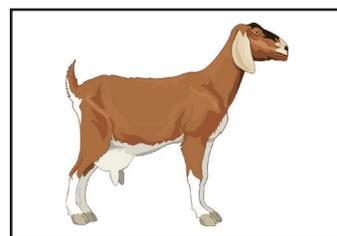
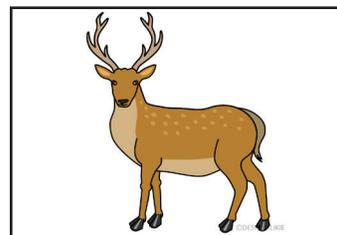
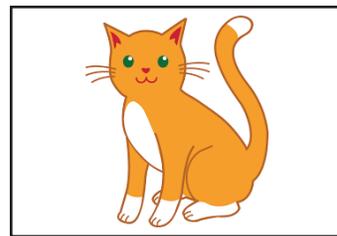
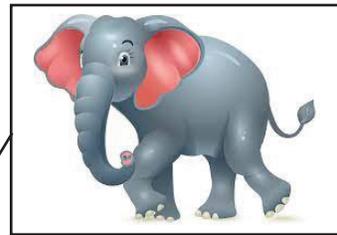
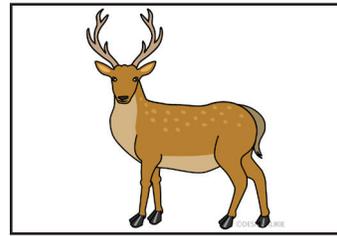
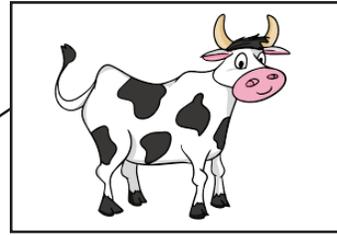
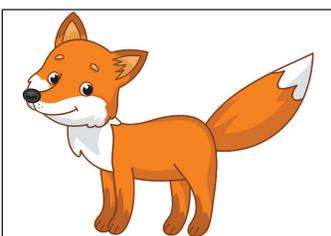
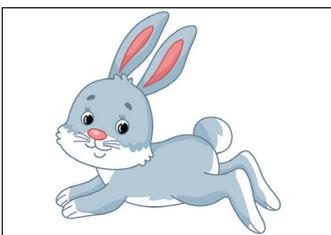
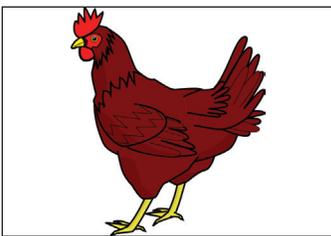
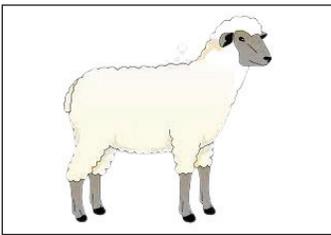
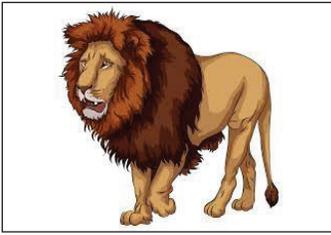


bus

Color the letter b, B and trace the letter b.



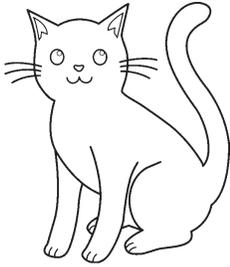
Take the animals to their right place.



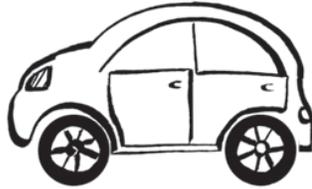
Letters make sounds

c says -c-

What is the first sound in every word?



cat



car

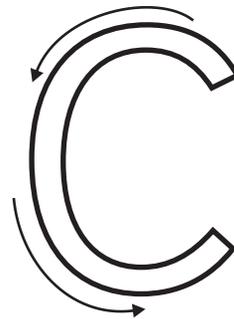


cake



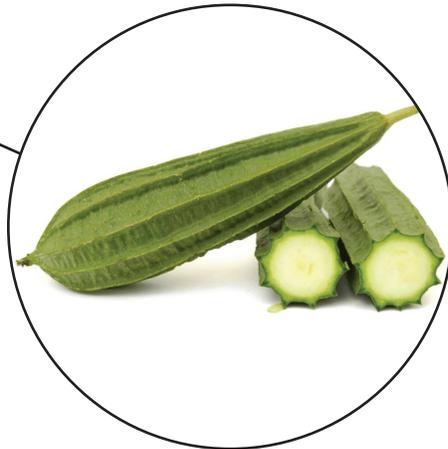
cup

Color the letter c, C and trace the letter c.

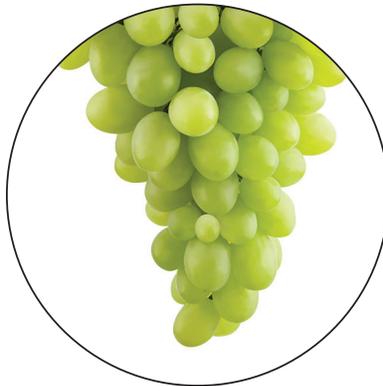
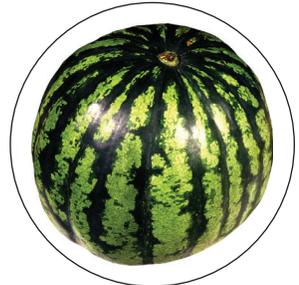
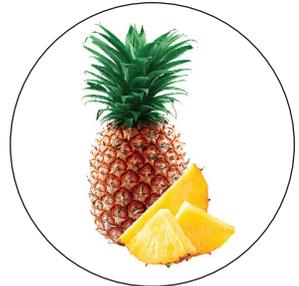
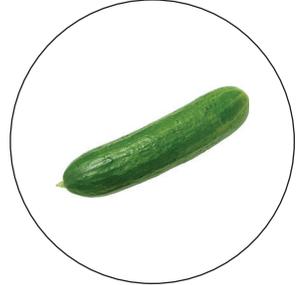


c	c	c	c	c	c
C					
C					
C					
C					

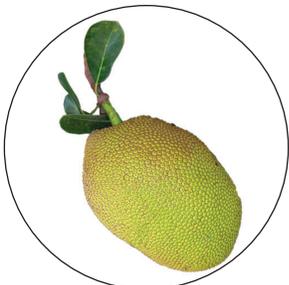
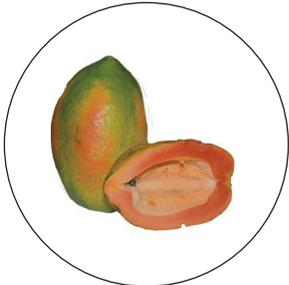
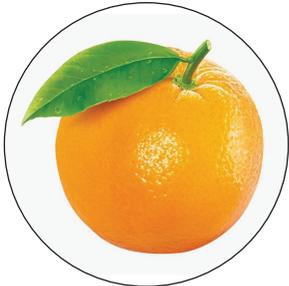
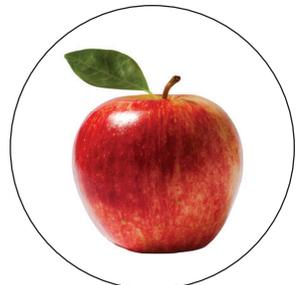
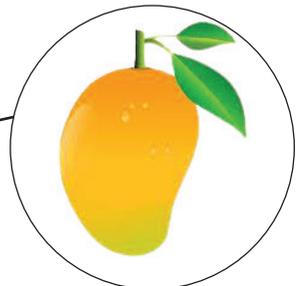
Match the pictures as shown.



rough



smooth



Say the sound and circle the letter 'd'
in these words.

dog

duck

door

dad

dot

dam

Say the sound and circle the letter 'f'
in these words.

fan

fox

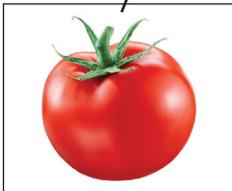
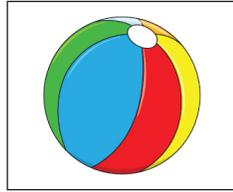
fish

of

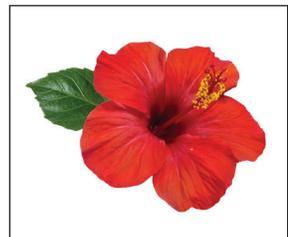
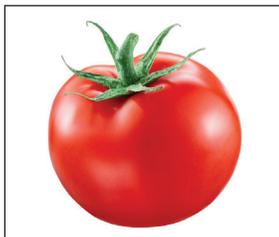
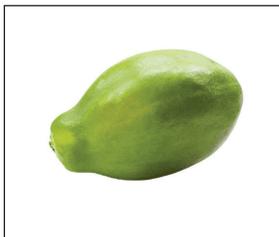
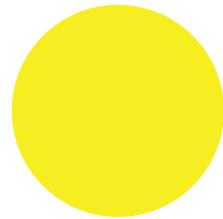
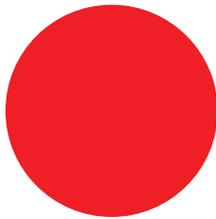
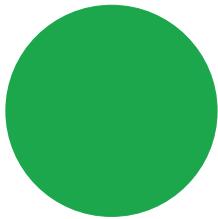
foot

face

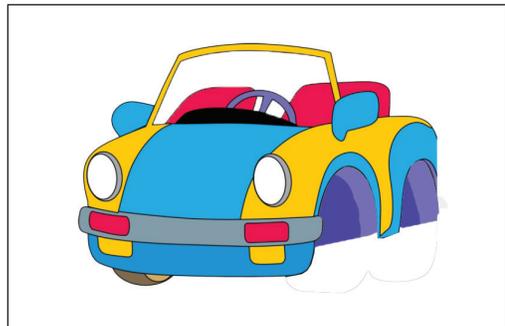
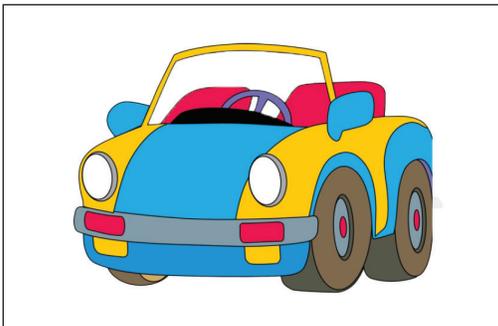
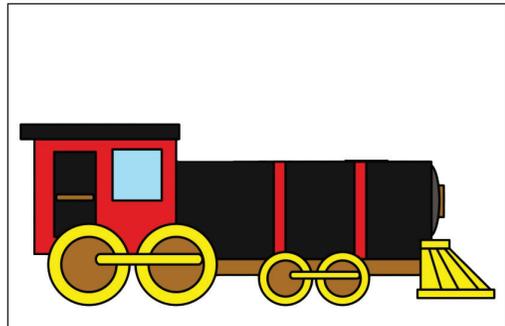
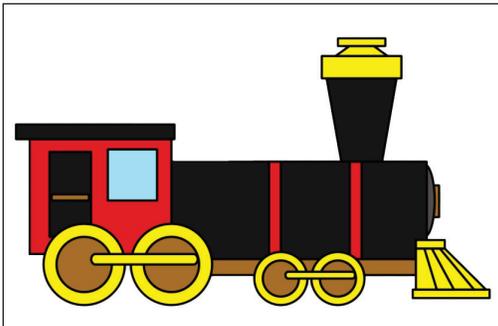
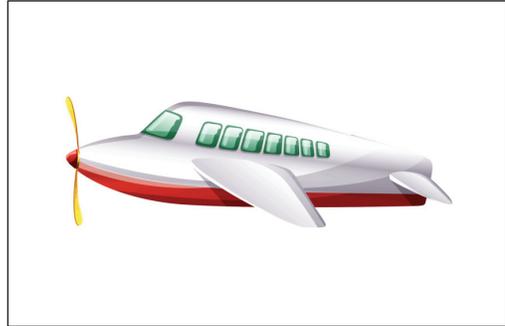
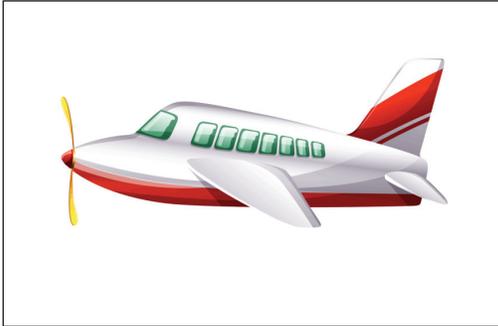
See the shape circle or rectangle and draw a line matching it with the basket or tray.



See the colour and draw lines to the colour they belong.



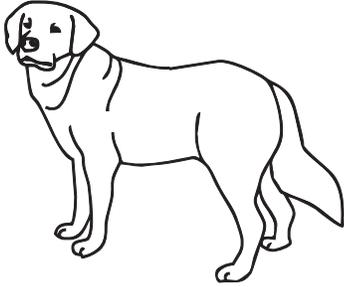
Draw a circle round the missing part of the vehicles.



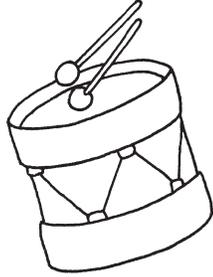
Letters make sounds

d says -d-

What is the first sound in every word?



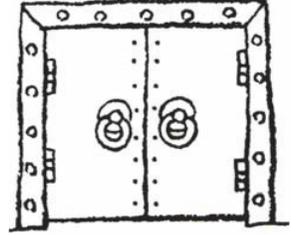
dog



drum

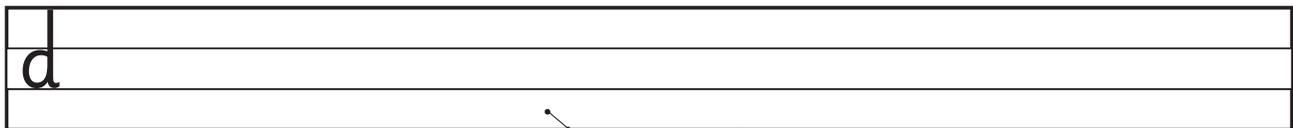
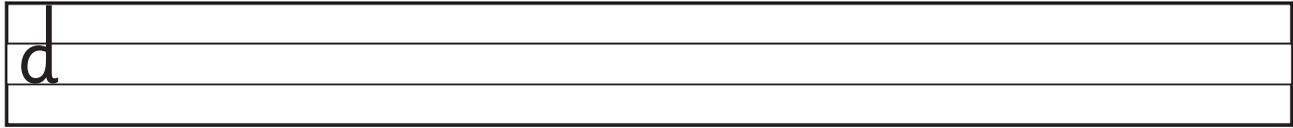
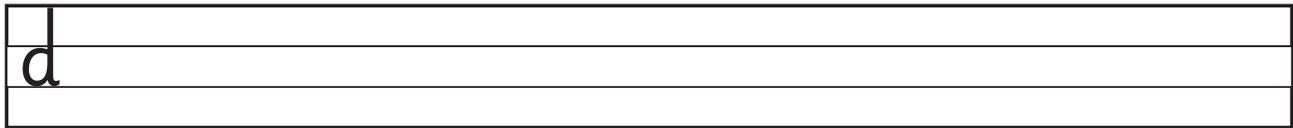
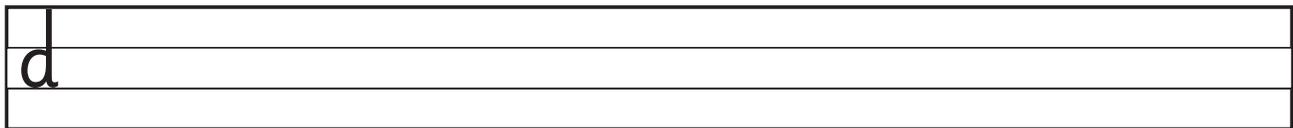
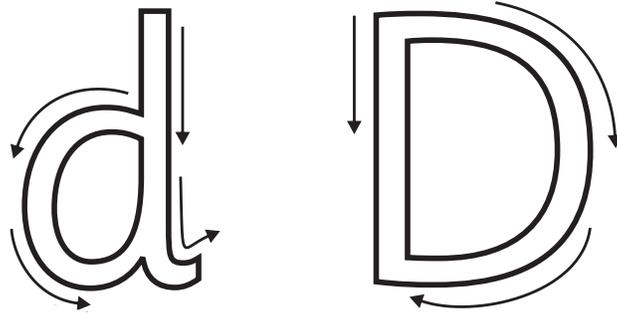


duck



door

Color the letter d, D and trace the letter d.



Date:

Week

8

Write 1 - 6.

1

2

3

4

5

6

.

.

.

.

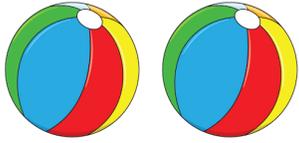
.

.

.



Count and write how many.



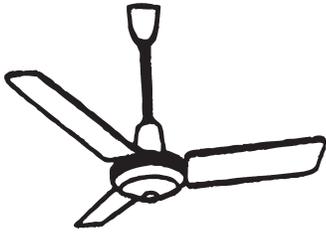
2



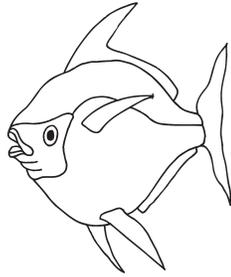
Letters make sounds

f says -f-

What is the first sound in every word?



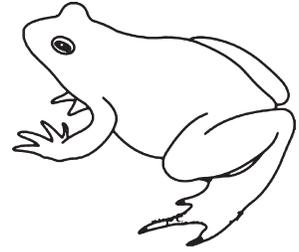
fan



fish

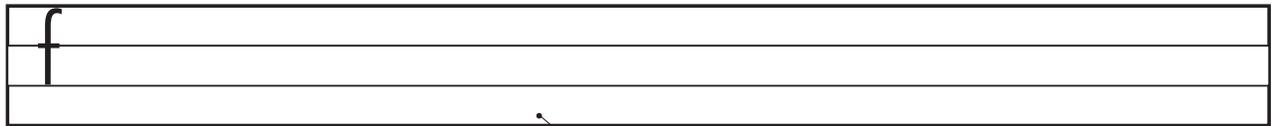
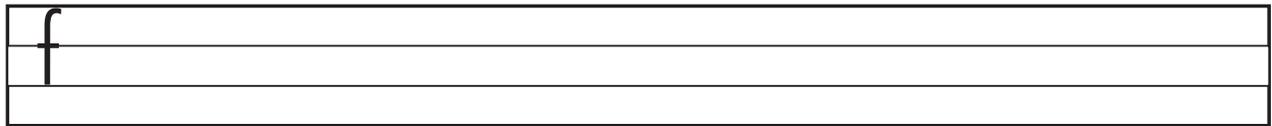
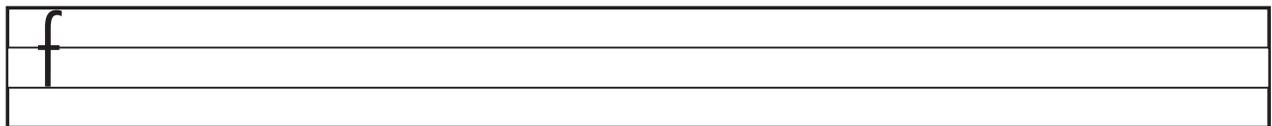
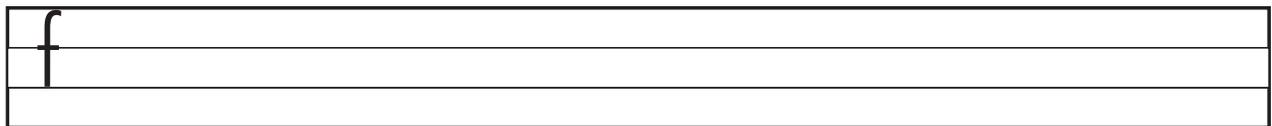
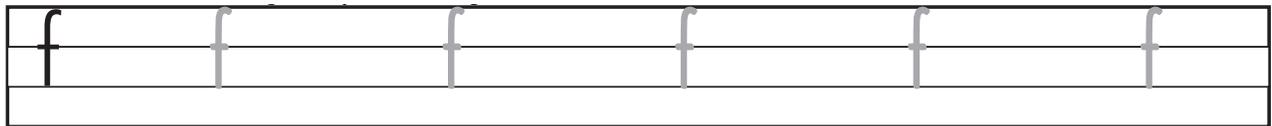
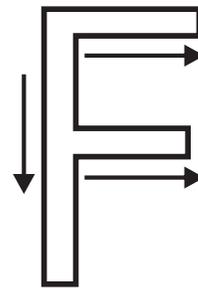
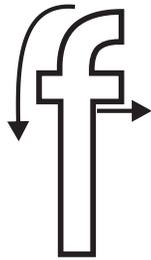


frock

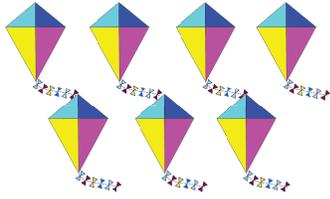


frog

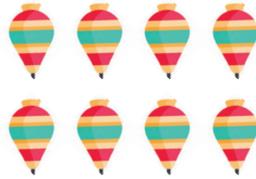
Color the letter f, F and trace the letter f.



Trace and write the numbers.



7



8



9

.

.

.

.

.

.

Count the cups and write the numbers.



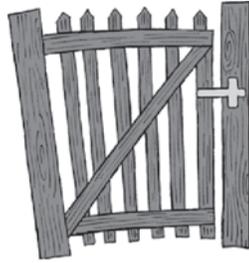
Letters make sounds

g says -g-

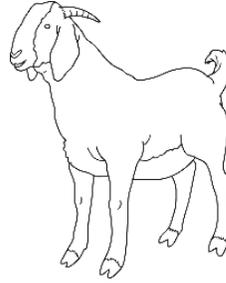
What is the first sound in every word?



girl



gate

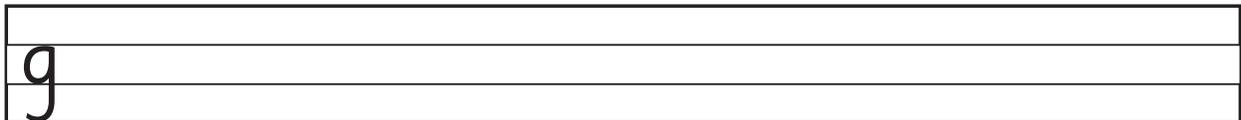
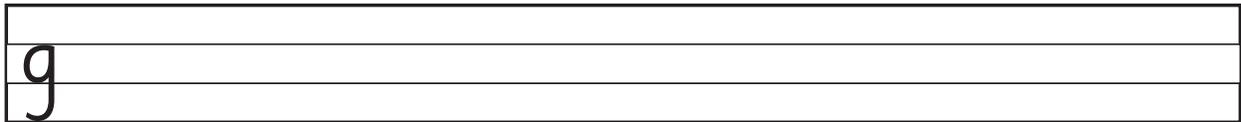
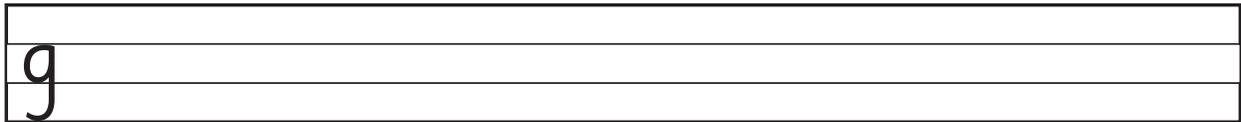
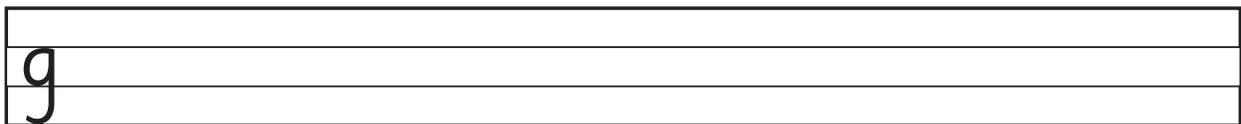
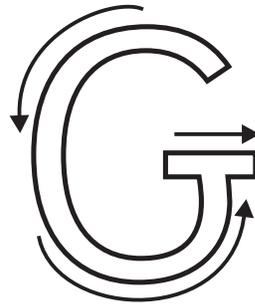


goat



grapes

Color the letter g, G and trace the letter g.



Date:

Week

8

Write 1 to 9.

1

1

1

1

• 2

• 3

• 4

• 5

• 6

• 7

• 8

• 9



Letters make sounds

h says -h-

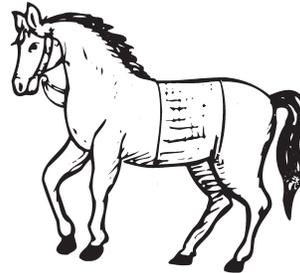
What is the first sound in every word?



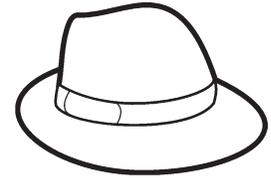
hen



hut

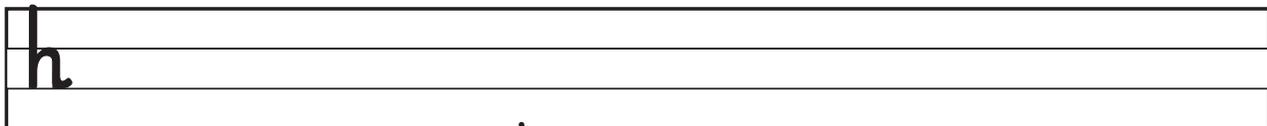
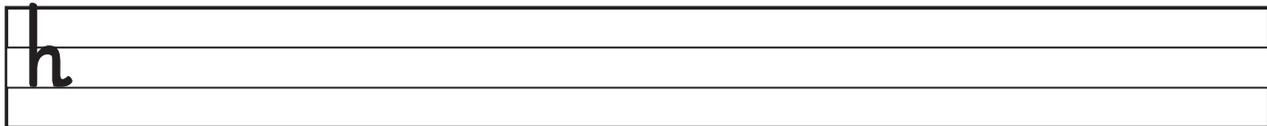
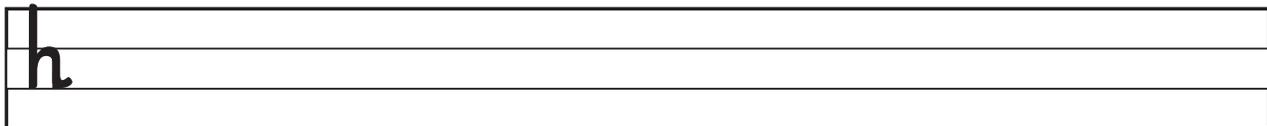
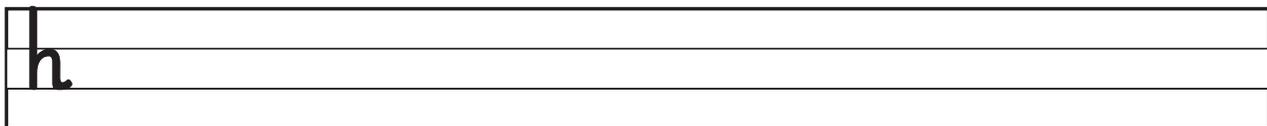
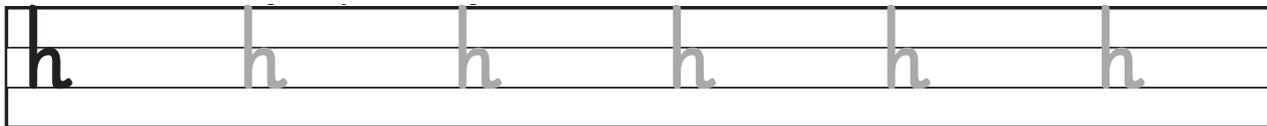
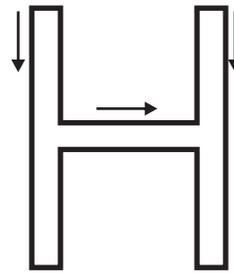
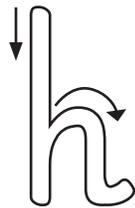


horse



hat

Color the letter h, H and trace the letter h.

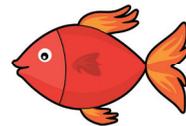


Match the letter with the first sounds of
the picture.

b



c



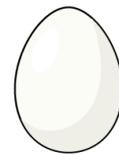
d



e



f



g



Say the sound and circle the letter 'g'
in these words.

gum

pig

jug

girl

goat

Say the sound and circle the letter 'h'
in these words.

hut

hen

hat

house

the



Date:

Week

8

Write the letters/ words as shown.

a

b

c

d

e

f

g

h

Practice these sounds.

a	e	i	o	u
ba	be	bi	bo	bu
da	de	di	do	du
fa	fe	fi	fo	fu
ga	ge	gi	go	gu
ha	he	hi	ho	hu
ja	je	ji	jo	ju
ka	ke	ki	ko	ku
la	le	li	lo	lu
ma	me	mi	mo	mu
na	ne	ni	no	nu
pa	pe	pi	po	pu
ra	re	ri	ro	ru
sa	se	si	so	su
ta	te	ti	to	tu
va	ve	vi	vo	vu
wa	we	wi	wo	wu
ya	ye	yi	yo	yu
za	ze	zi	zo	zu

Date:

Week

8

My page

Draw the car and colour it as
you like



I learn to write alphabets

The activities of this week are based on

- Learning the sounds and writing of letters **j, k, l, m**.
- Filling in the missing letters.
- Identifying the first sounds of words
- Concept of after and before of numbers
- Means of transport

Means of transport



Aeroplane



Autorickshaw



Motorbike



Cycle



Ship



Van



Bus



Car



Truck



Train

Say the sound and circle the letter 'j'
in these words.

jet jam jug

jar job

Say the sound and circle the letter 'k'
in these words.

kite king key

kettle kid



Letters make sounds

j says -j-

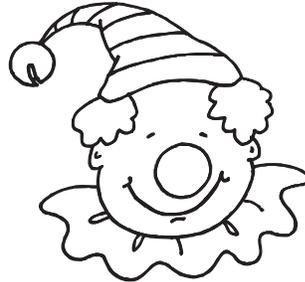
What is the first sound in every word?



jug



jeep

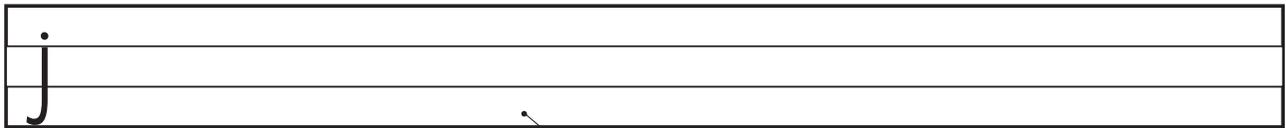
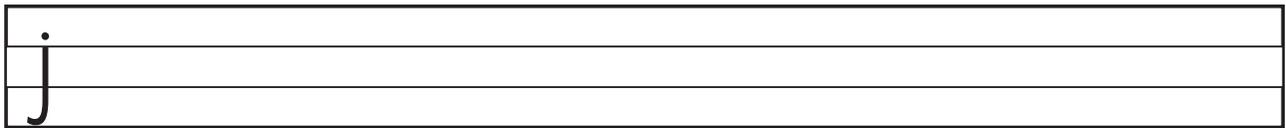
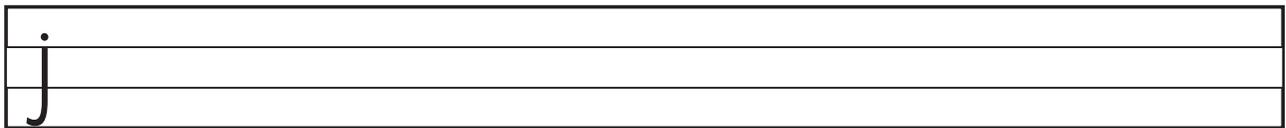
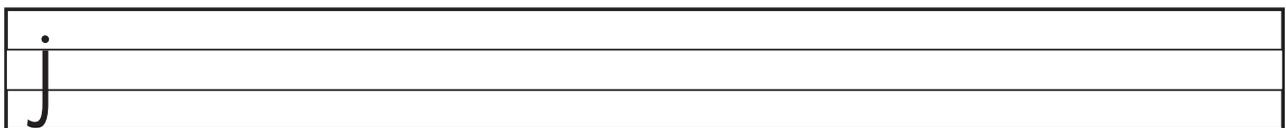
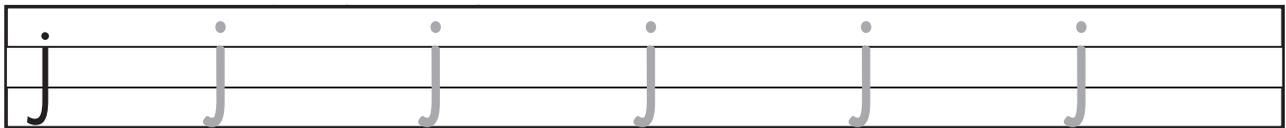
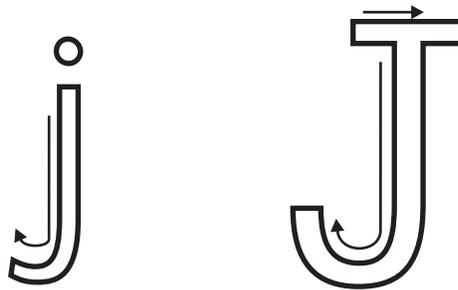


joker



jump

Color the letter j, J and trace the letter j.



Write the missing letter.

a

_

c

d

_

f

b

_

d

e

_

g

g

_

i

c

_

e



Date:

Week

9

What comes after.

2

—

4

—

3

—

6

—

1

—

8

—

7

—

5

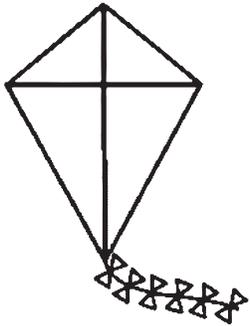
—



Letters make sounds

k says -k-

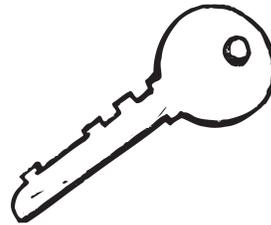
What is the first sound in every word?



kite



king

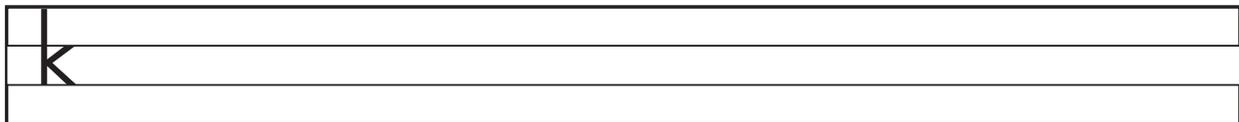
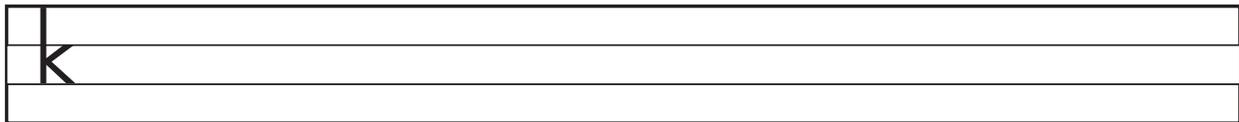
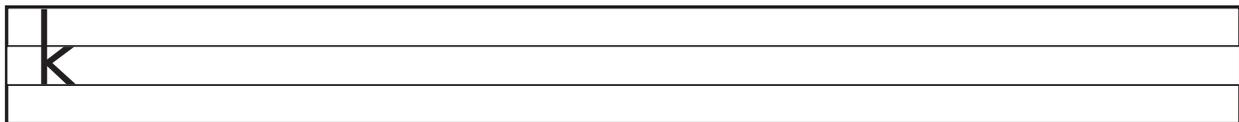
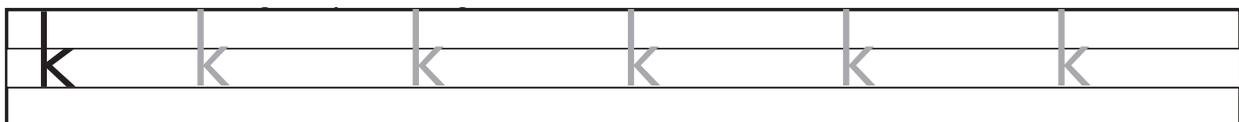
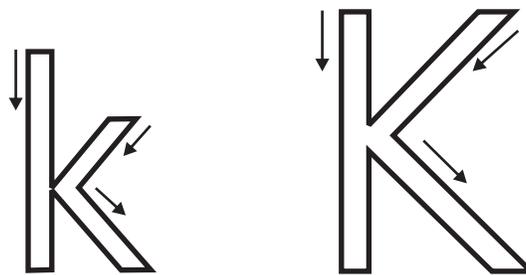


key



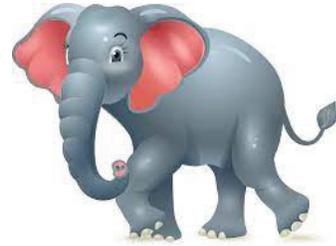
kettle

Color the letter k, K and trace the letter k.



Match the word with the picture having the same first sound

axe



boy



cot



dog



elephant



fan



Say the sound and circle the letter 'l'
in these words.

lamp log lid lad

ball lip

Say the sound and circle the letter 'm'
in these words.

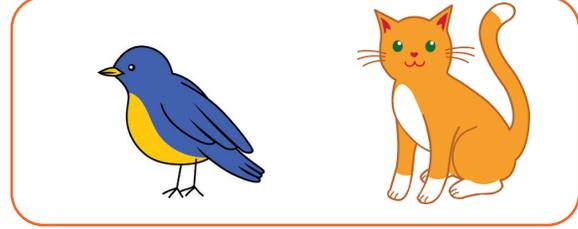
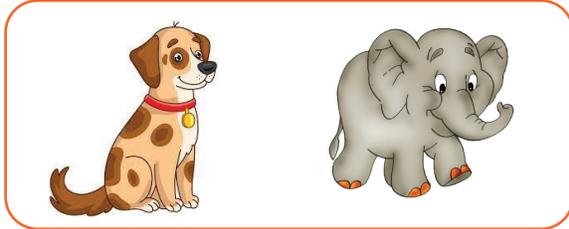
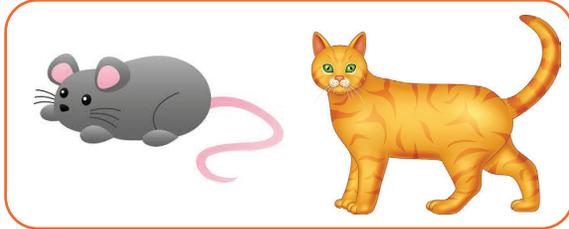
mat am man milk

jam mop



(Note to teacher : The concept of 'before' must be explained with live examples before doing this exercise.)

Tick the animal that is before the other



Which number comes before

___ 2

___ 4

___ 3

___ 5

___ 7

___ 6

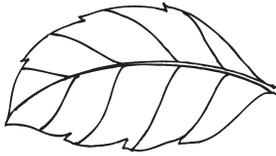
___ 8

___ 9

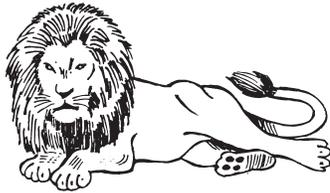
Letters make sounds

l says -l-

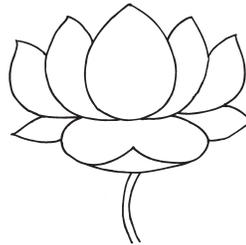
What is the first sound in every word?



leaf



lion

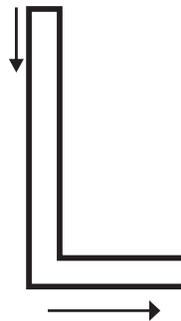


lotus



lock

Color the letter l, L and trace the letter l.



Tracing practice line for lowercase letter l. The line contains six vertical bars, each with a downward arrow at the top, indicating the stroke direction.

Tracing practice line for lowercase letter l. The line contains one vertical bar with a downward arrow at the top, followed by blank space for independent practice.

Tracing practice line for lowercase letter l. The line contains one vertical bar with a downward arrow at the top, followed by blank space for independent practice.

Tracing practice line for lowercase letter l. The line contains one vertical bar with a downward arrow at the top, followed by blank space for independent practice.

Tracing practice line for lowercase letter l. The line contains one vertical bar with a downward arrow at the top, followed by blank space for independent practice.

Match the letter with the first sound of picture.

g



h



i



j



k



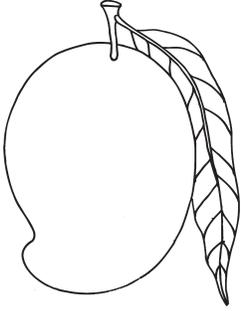
l



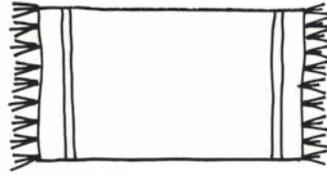
Letters make sounds

m says -m-

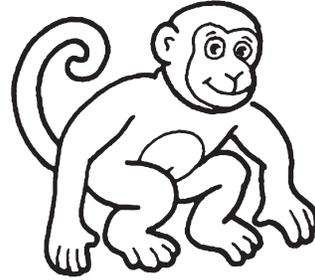
What is the first sound in every word?



mango



mat

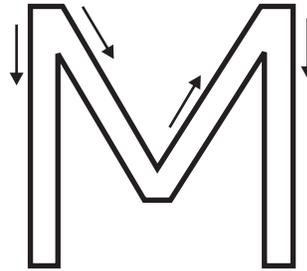


monkey



moon

Color the letter m, M and trace the letter m.



m

m

m

m

m

m

m

m

m

m

Date:

Week

9

Write the letters/ words as shown.

a b c d e f g

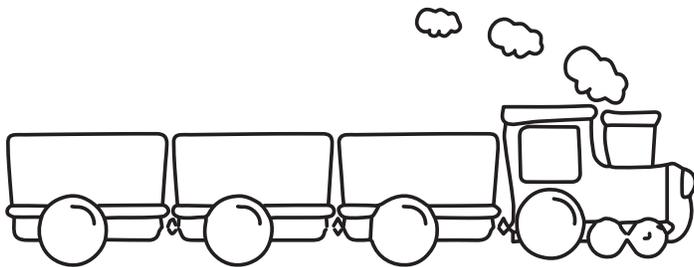
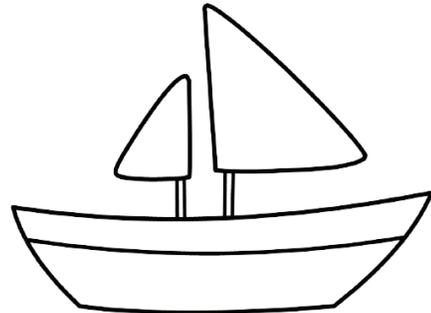
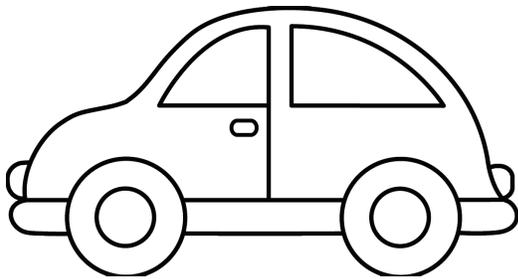
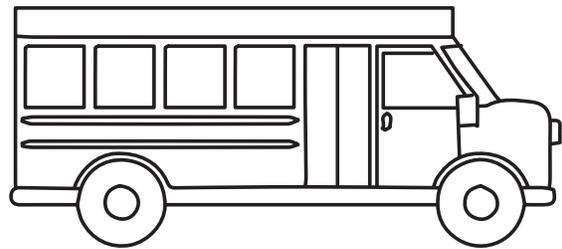
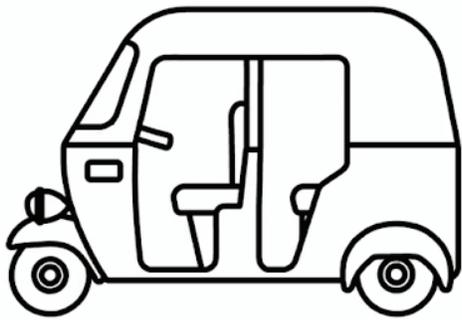
h i j k l m



Identify the picture and circle the first sound given in each balloon.



Colour the modes of transport.



I can write small words

The activities of this week are based on

- Recognition of sounds and writing of letters **n, p, q, r, s, t**
- Concept of 10
- Recap of fruits and vegetables
- Recap of alphabets **a-p**
- Getting to know the seasons

at

am

an

on

it

is

up

Say the sound and circle the letter 'n'
in these words.

nut net nib nose

gun sun

Say the sound and circle the letter 'p'
in these words.

pan pen tap hop

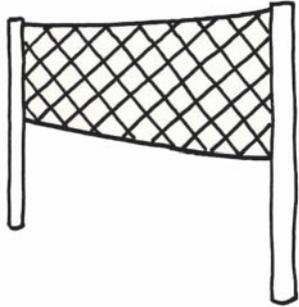
pot pin



Letters make sounds

n says -n-

What is the first sound in every word?



net



nest

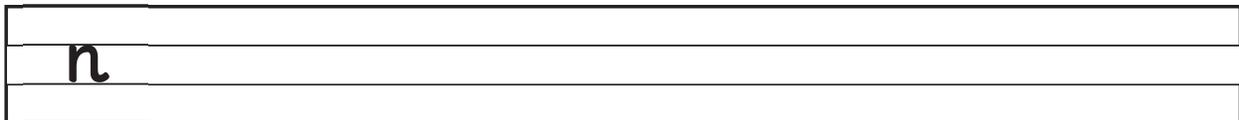
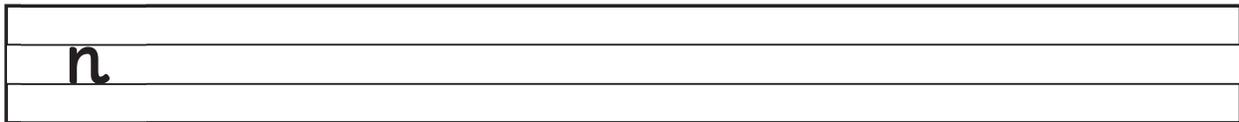
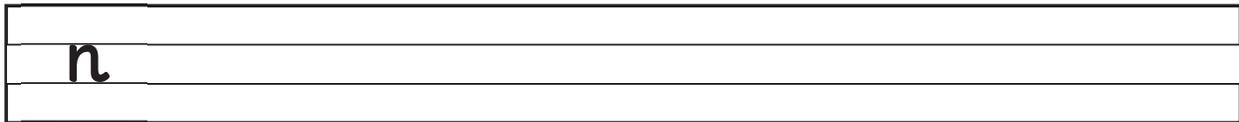
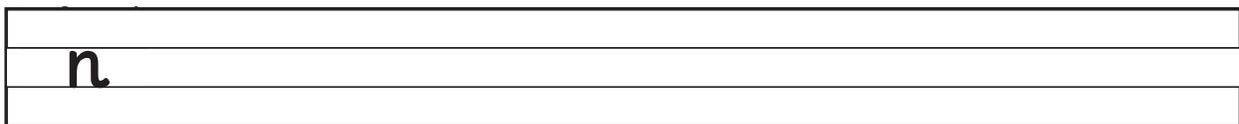
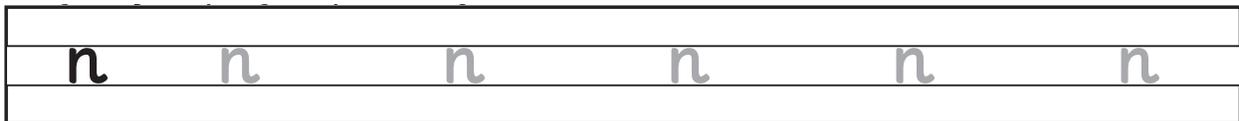
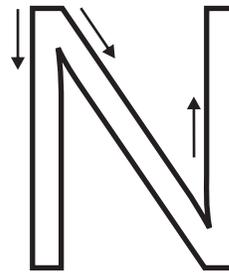
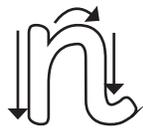


nail



nine

Color the letter n, N and trace the letter n.

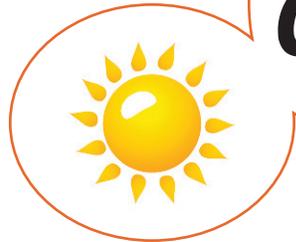
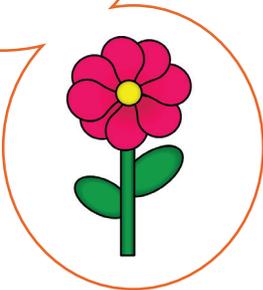
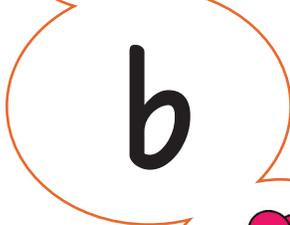
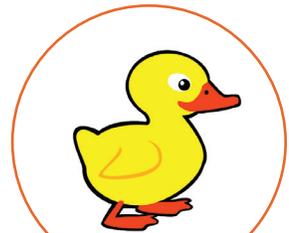


Write the missing letter.

a _ c _ e _

g h _ j _ l _ n

Circle the picture that begins with the letter given in the cloud.



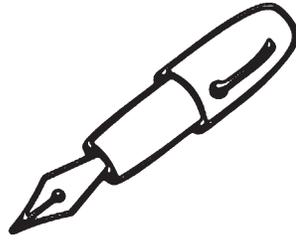
Letters make sounds

p says -p-

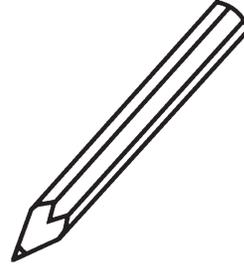
What is the first sound in every word?



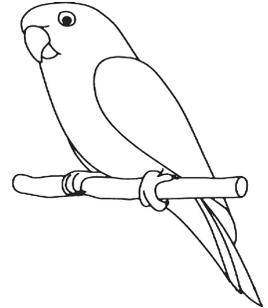
pot



pen

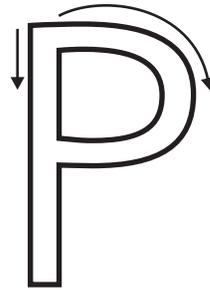
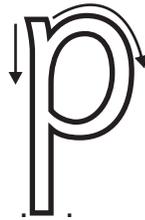


pencil



parrot

Color the letter p, P and trace the letter p.



Tracing practice row 1: A horizontal line with six lowercase 'p' characters spaced evenly across it.

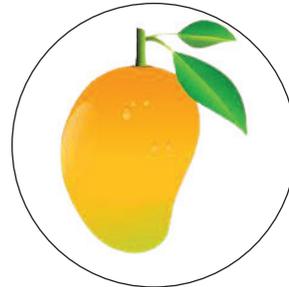
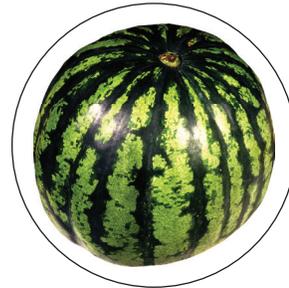
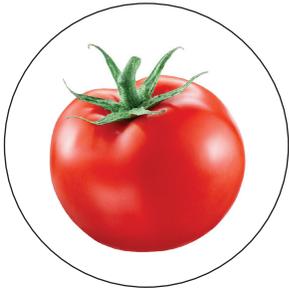
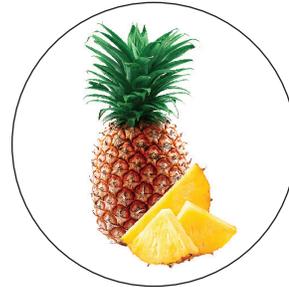
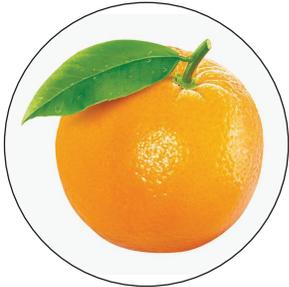
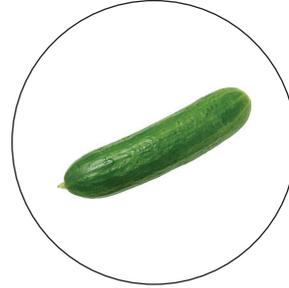
Tracing practice row 2: A horizontal line with one lowercase 'p' character at the beginning, followed by blank space.

Tracing practice row 3: A horizontal line with one lowercase 'p' character at the beginning, followed by blank space.

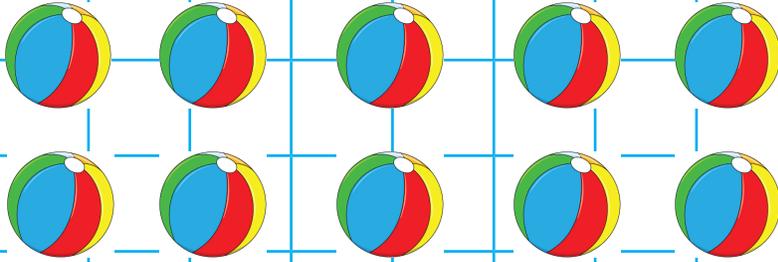
Tracing practice row 4: A horizontal line with one lowercase 'p' character at the beginning, followed by blank space.

Tracing practice row 5: A horizontal line with one lowercase 'p' character at the beginning, followed by blank space.

Write 'v' for vegetable and 'f' for fruits



Count and write.



T

O

1

0

T

O

1

0

T

O

1

0

T

O

1

0

•

•

•

•

•

•



Say the sound and circle the letter 'q' in these words.

queue

quarter

question

queen

quiet

Say the sound and circle the letter 'r' in these words.

rat

rabbit

red

arrow

rose

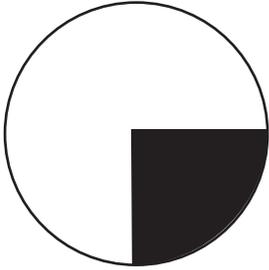
arm



Letters make sounds

q says -q-

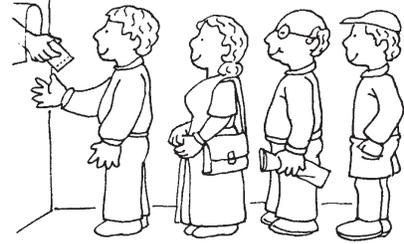
What is the first sound in every word?



quarter

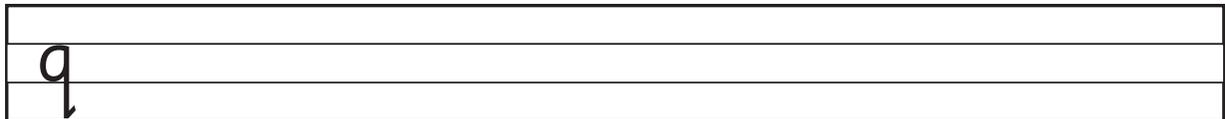
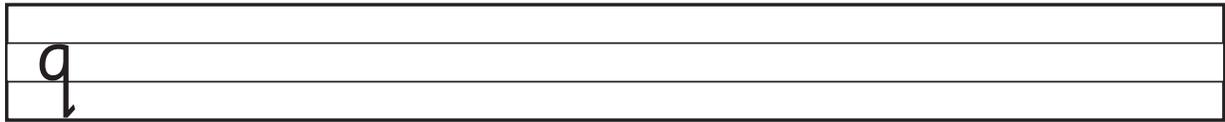
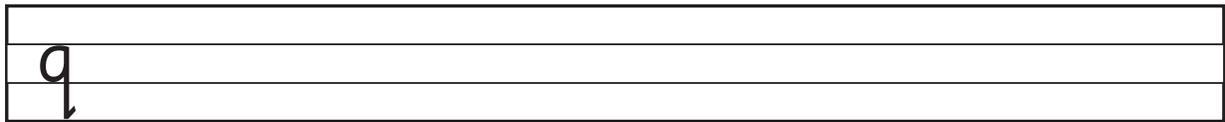
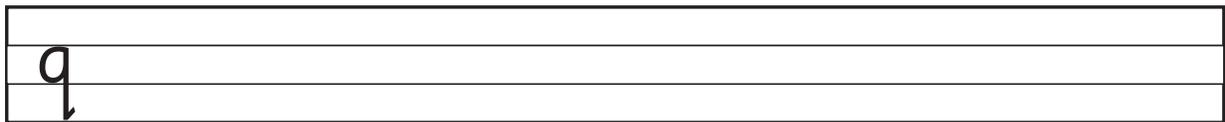
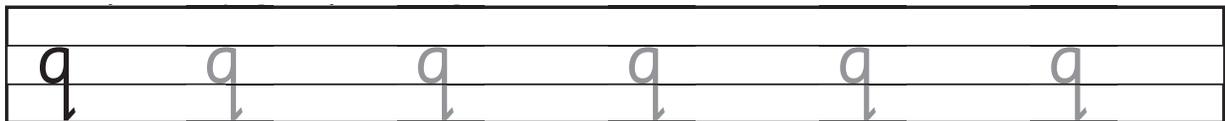
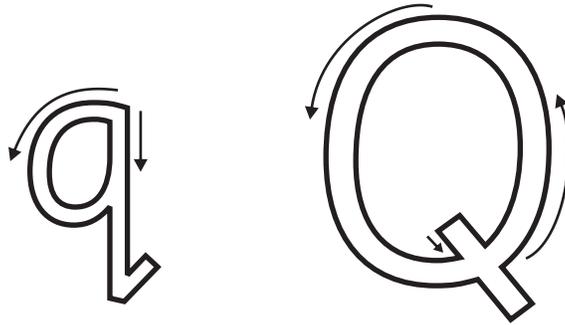


queen



queue

Color the letter q, Q and trace the letter q.



Look and say. Write the first letter.



_en



_ot



_uene

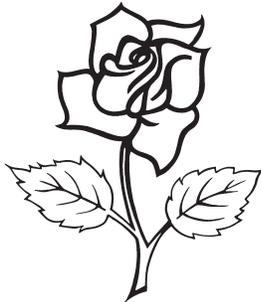


_ueen

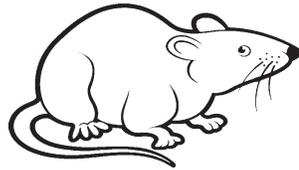
Letters make sounds

r says -r-

What is the first sound in every word?



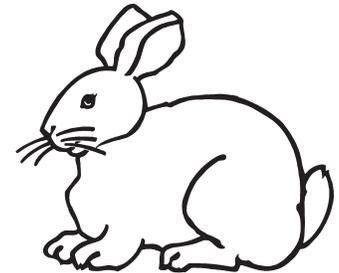
rose



rat

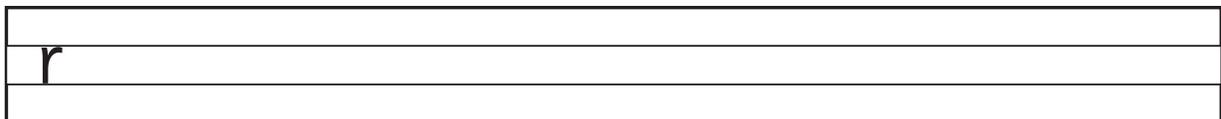
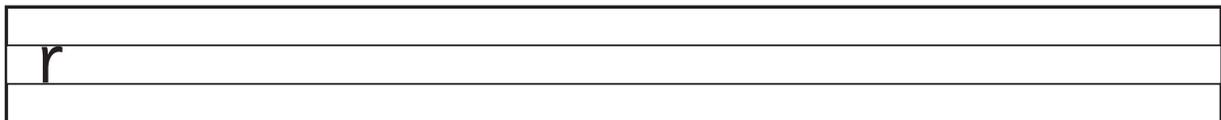
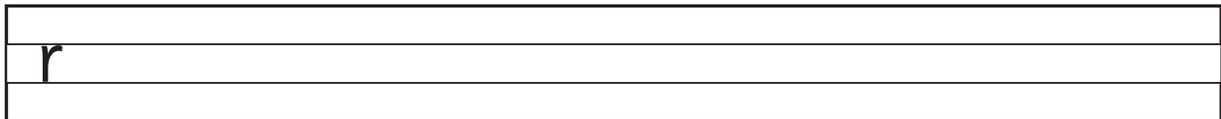
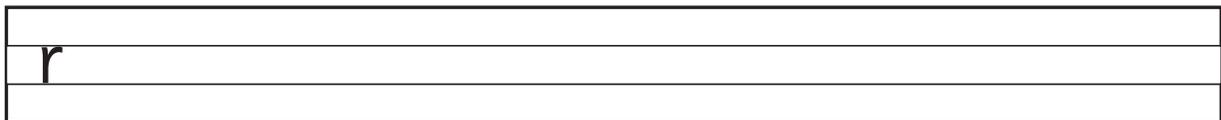
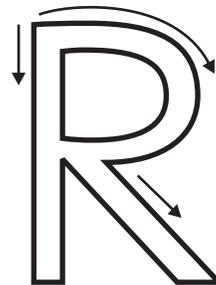
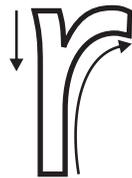


ring



rabbit

Color the letter r, R and trace the letter r.



What comes after.

a _

c _

d _

f _

i _

g _

h _

j _

l _

o _

k _

m _

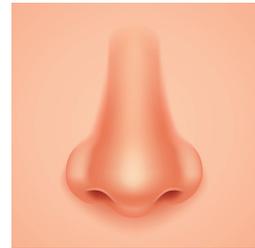


Tick the picture that begins with.

p -



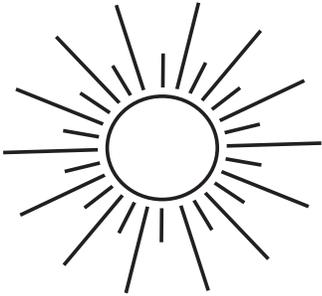
n -



Letters make sounds

s says -s-

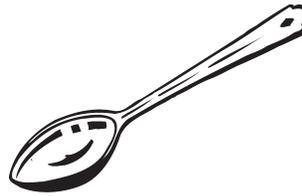
What is the first sound in every word?



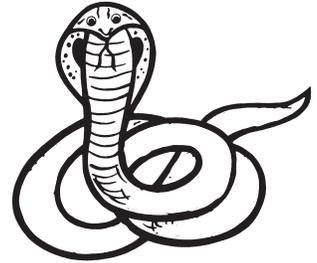
sun



socks



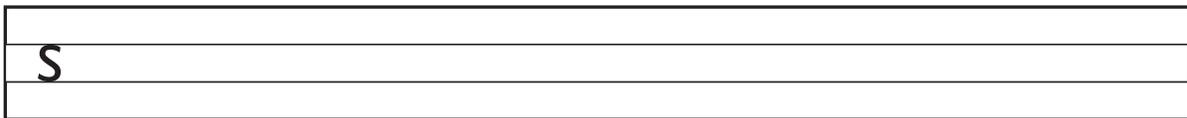
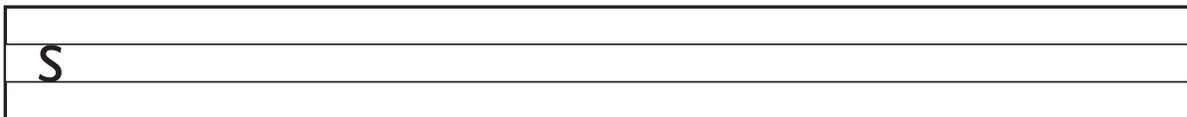
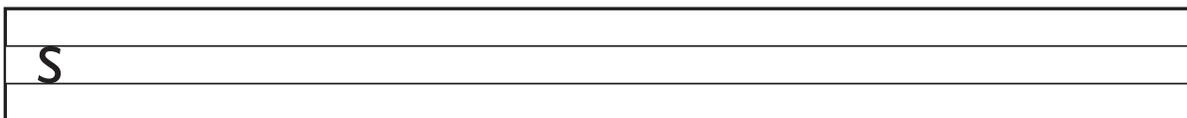
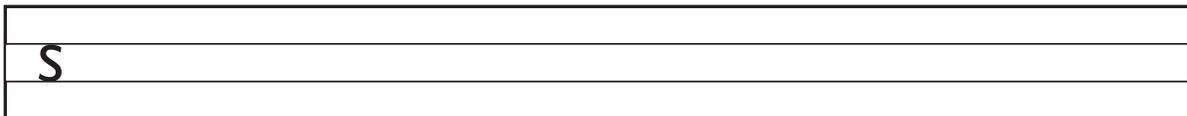
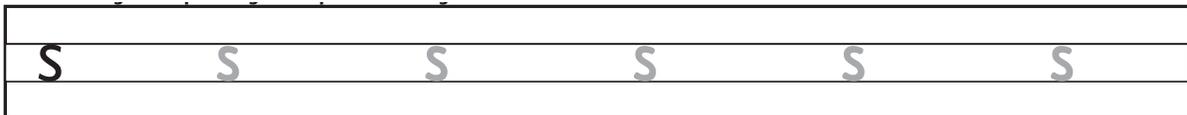
spoon



snake

Color the letter s, S and trace the letter s.

S S



Write the letters/ words as shown.

a b c d e f

g h i j k l



Say the sound and circle the letter 's' in these words.

sat

sun

sit

snake

sam

Say the sound and circle the letter 't' in these words.

toy

pet

tin

tip

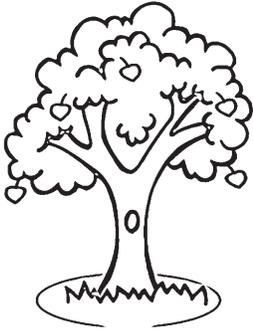
top



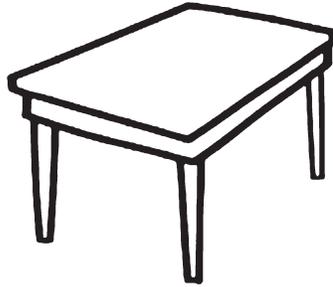
Letters make sounds

t says -t-

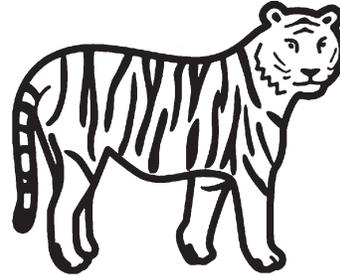
What is the first sound in every word?



tree



table

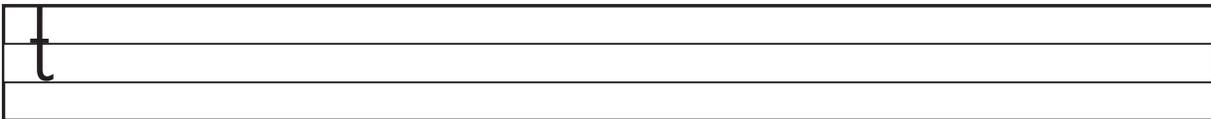
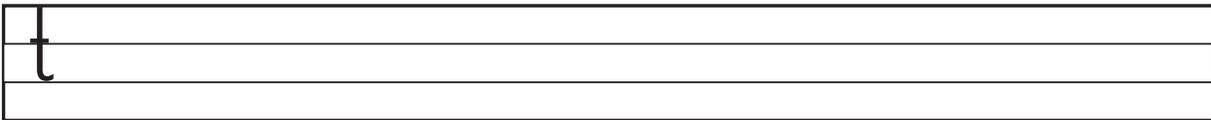
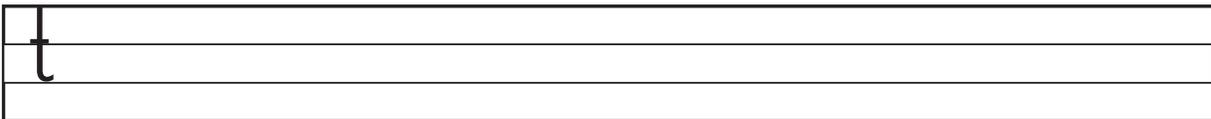
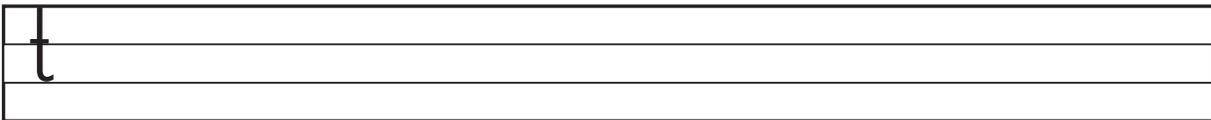
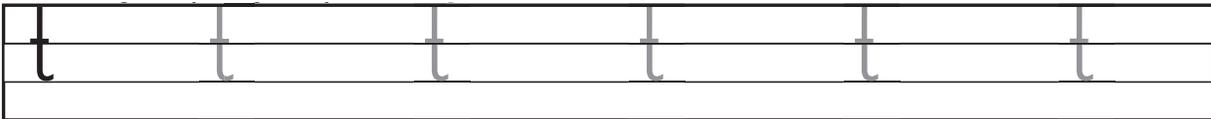
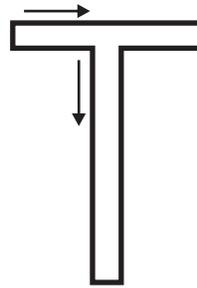


tiger



tap

Color the letter t, T and trace the letter t.



Seasons



Summer

Rainy



Winter

I begin to read and add I

The activities of this week are based on

- Learning the sounds of and writing letters v, w, x, y, z
- Writing all the vowels and making 2 letter syllables with them.
- Adding numbers and the concept of bigger and smaller
- Community helpers
- Writing cvc words

People who help us



Doctor



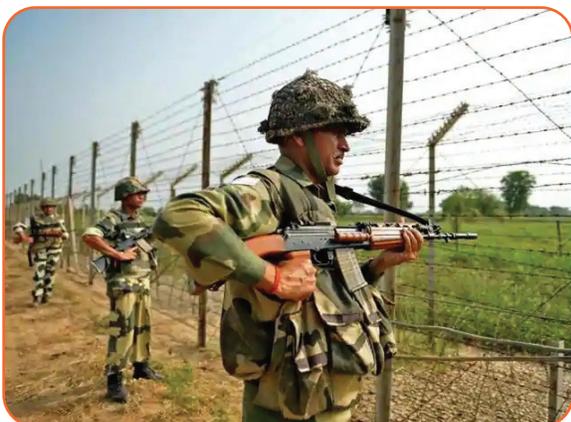
Farmer



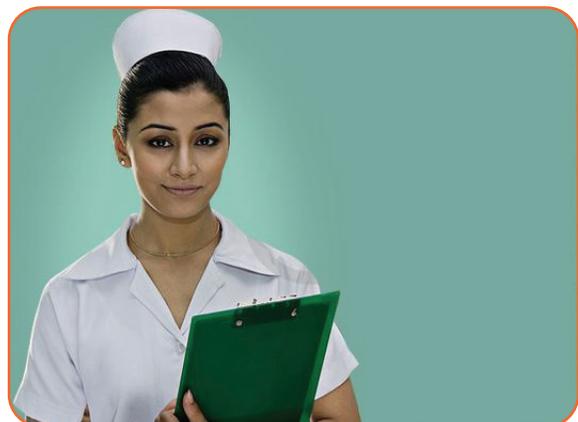
Police



Fireman

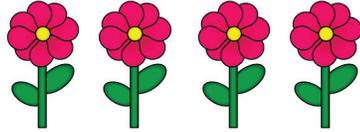
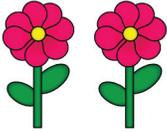


Soldier



Nurse

Count and tick the smaller number.



Write these vowels.

a

e

i

o

u

Say the sounds and write.

at

ag

an

am

ap

Count and write how many. Do as shown.

$1 + 1 =$

2

$1 + 2 =$

$1 + 3 =$

$1 + 4 =$

$1 + 5 =$

$1 + 6 =$

$1 + 7 =$



Say the sound and circle the letter 'v' and 'w' in these words.

van

violin

vulture

water

watch

Say the sound and circle the letter 'x', 'y' and 'z' in these words.

x-ray

x-mas

yes

yam

yellow

zebra

zero

zip



Match the words with their first sound.

bat

dog

cot

ink

fan

gun

hut

c

i

b

h

d

f

g

Match the place with the people who help us.



Letters make sounds

v says -v-

What is the first sound in every word?



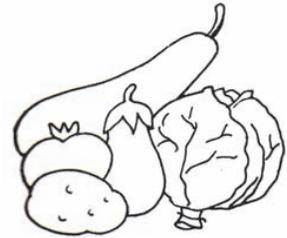
van



violin

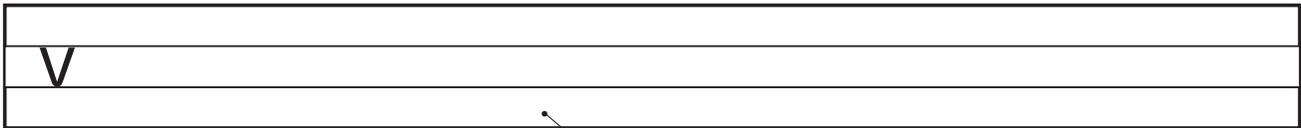
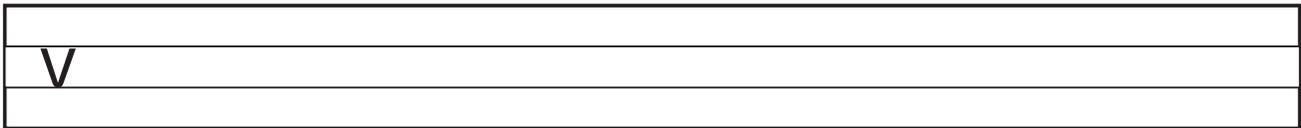
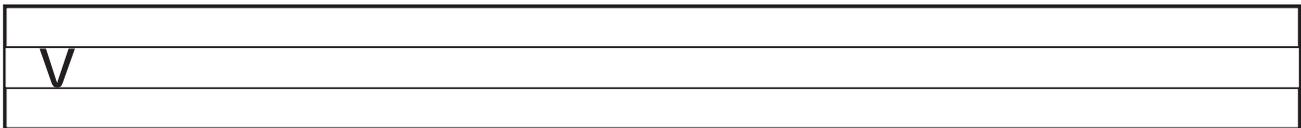
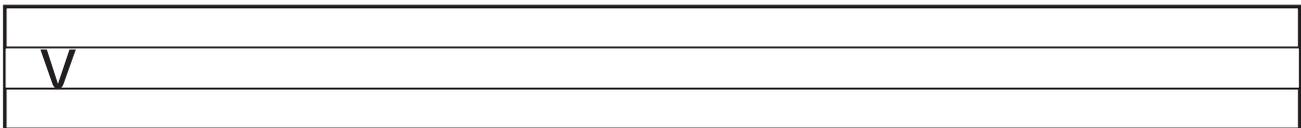
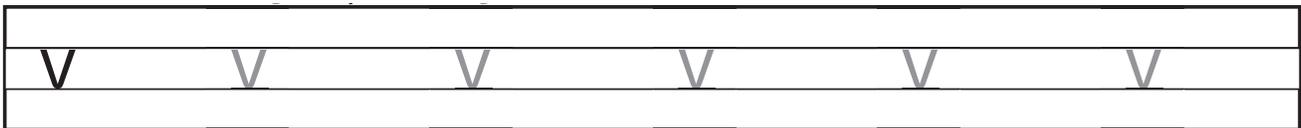
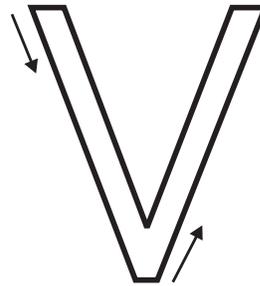


vase

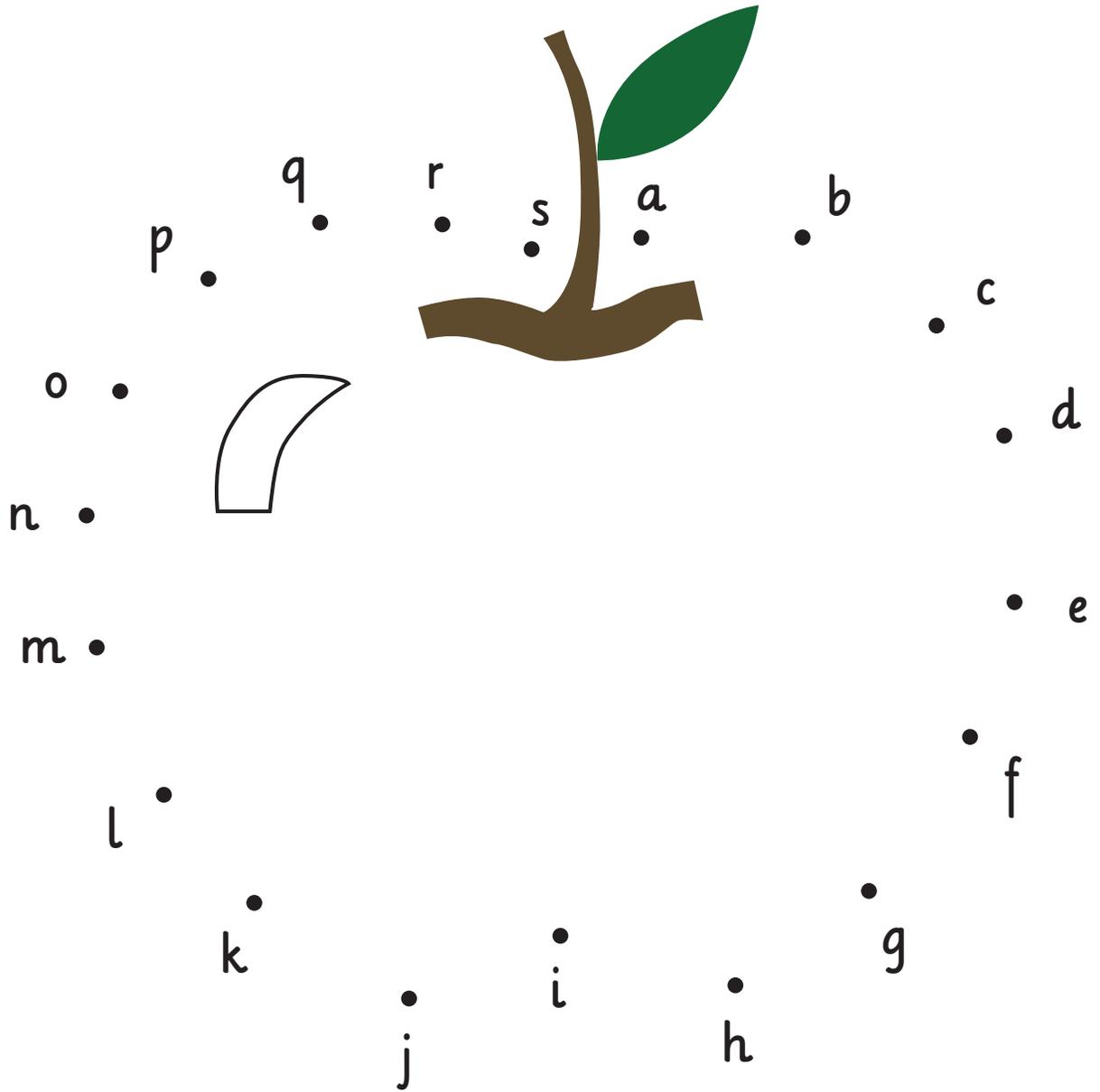


vegetable

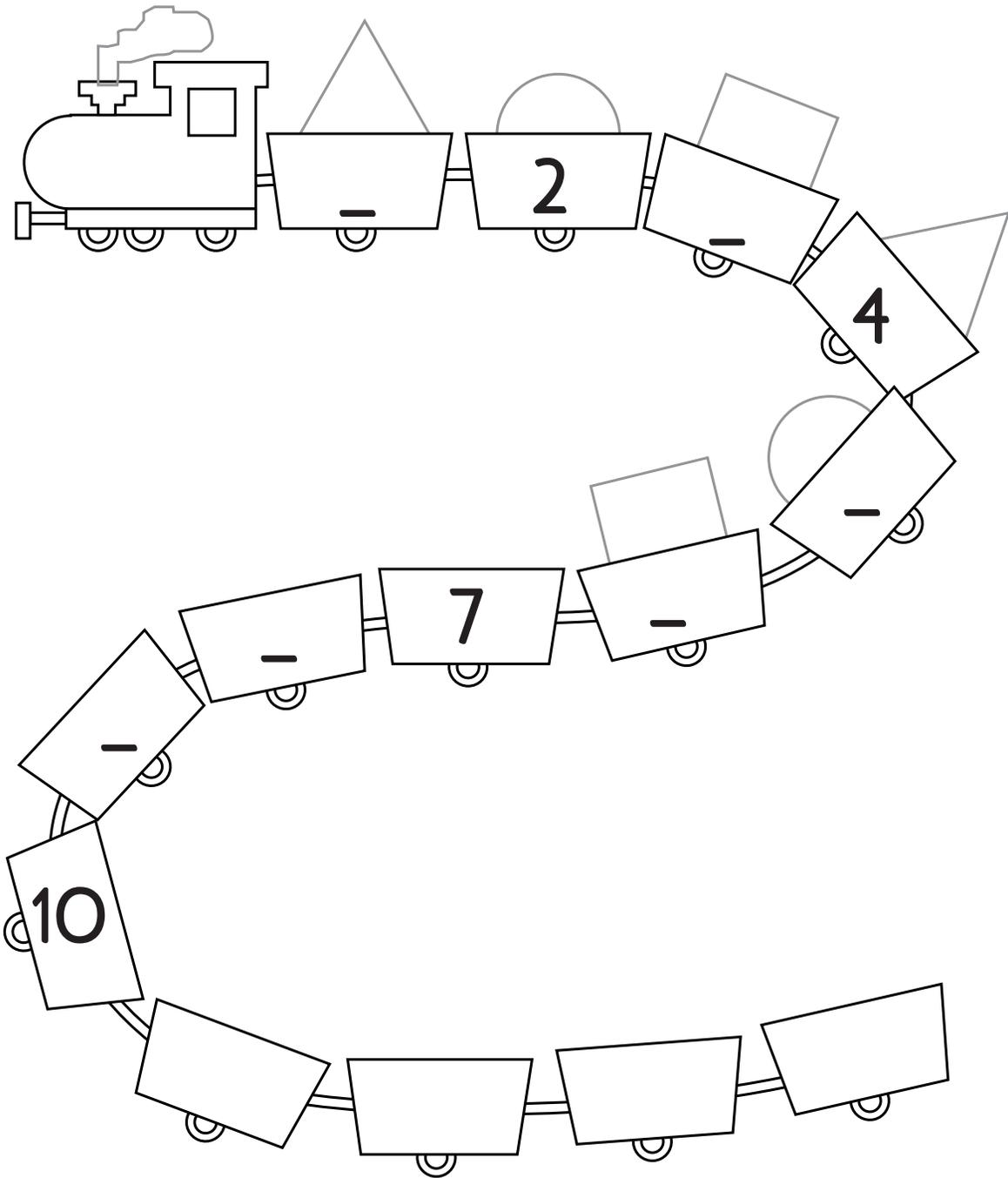
Color the letter v, V and trace the letter v.



Connect the letters and complete the picture.



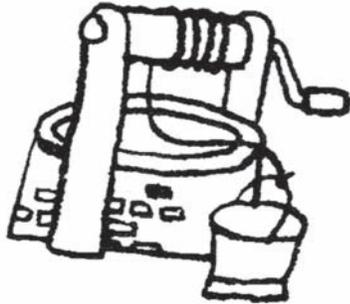
Fill in the boxes with the missing numbers
then colour the train



Letters make sounds

w says -w-

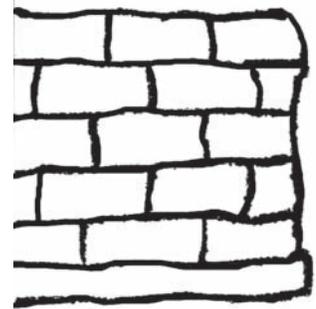
What is the first sound in every word?



well

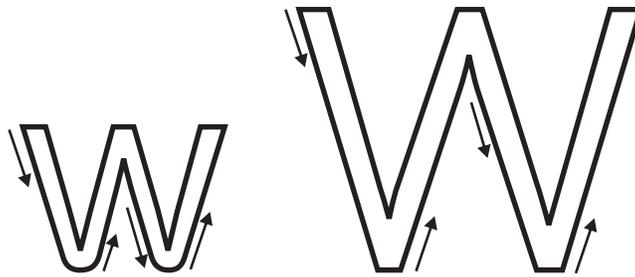


watch



wall

Color the letter w, W and trace the letter w.



W W W W W W

W

W

W

W

Say the sound and write.

ed

eg

en

et

Say the sound and write.

ib

id

ig

in

it

Count and write how many. Do as shown.

$$2 + 1 =$$

3

$$2 + 2 =$$

$$2 + 3 =$$

$$2 + 4 =$$

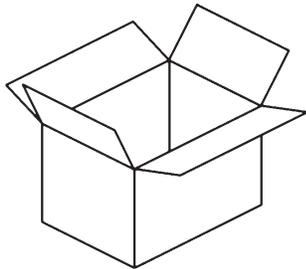
$$2 + 5 =$$

$$2 + 6 =$$

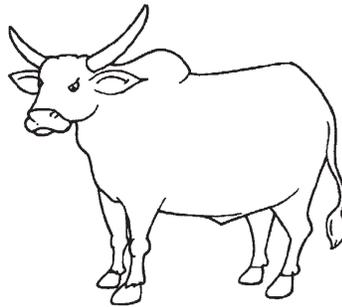
Letters make sounds

x says -x-

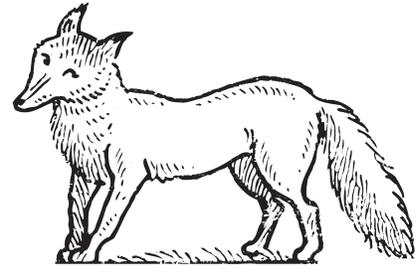
What is the last sound in every word?



box

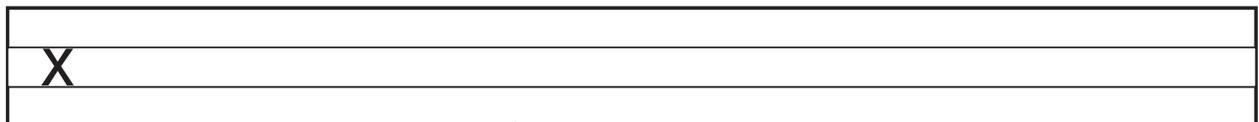
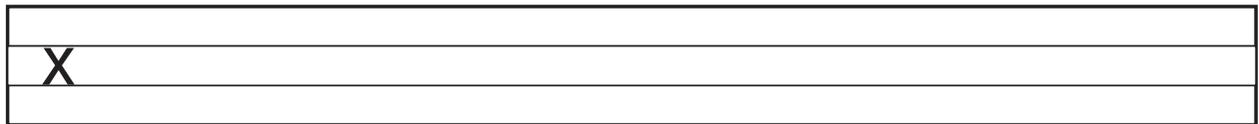
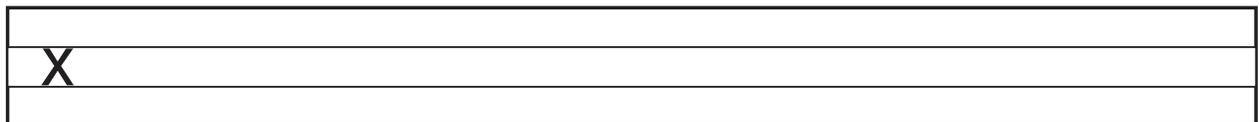
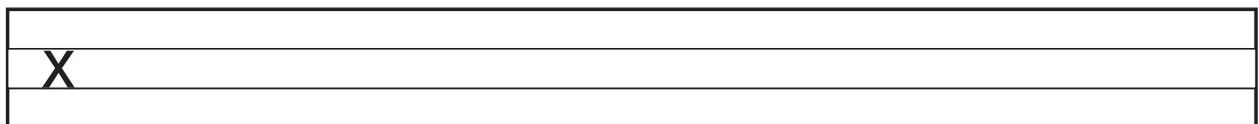
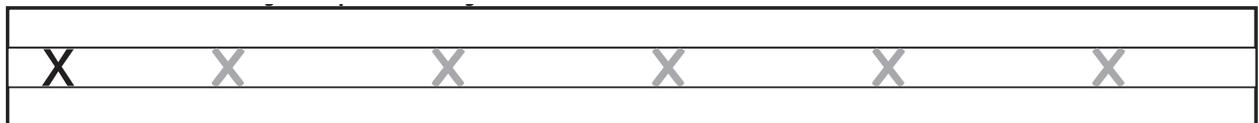
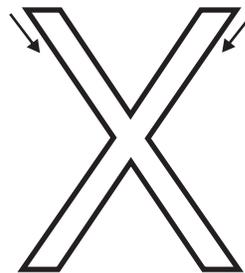


ox



fox

Color the letter x, X and trace the letter x.



Say the sound and write.

ob

od

og

on

ot

Say the sound and write.

ub

ud

un

up

ut

Letters make sounds

y says -y-

What is the first sound in every word?



yoga

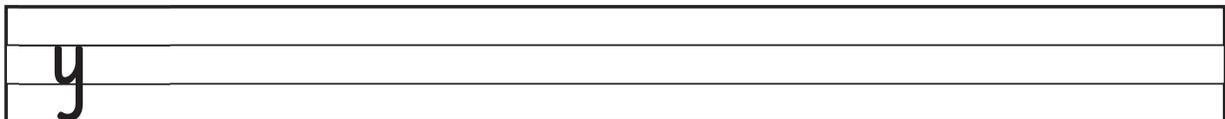
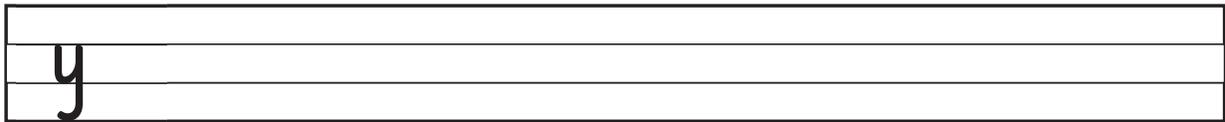
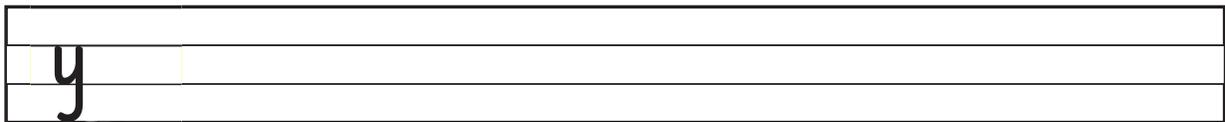
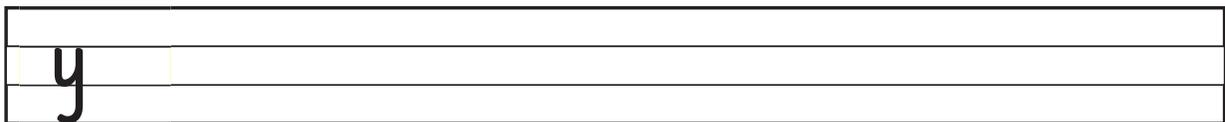
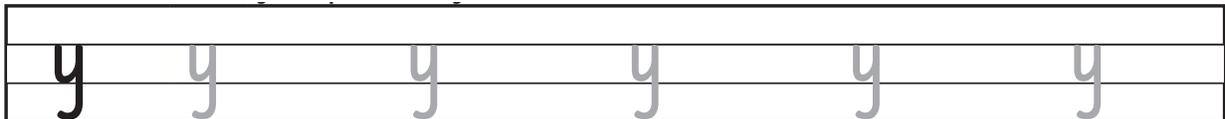
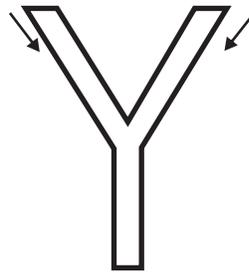


yak

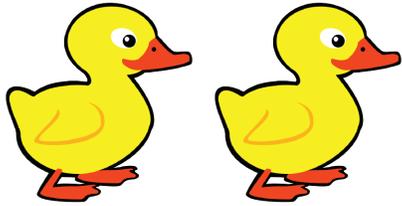


yoyo

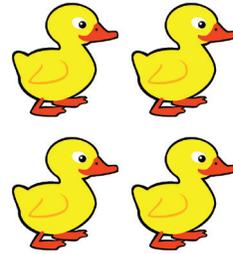
Color the letter y, Y and trace the letter y.



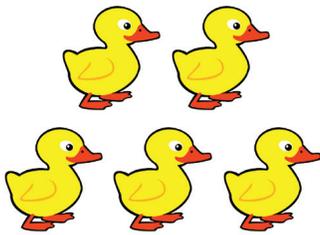
How many ducklings do you see in each box?
Colour the correct numbers.



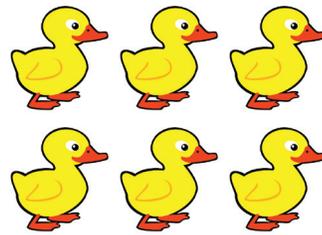
1 2 3



2 3 4



3 4 5

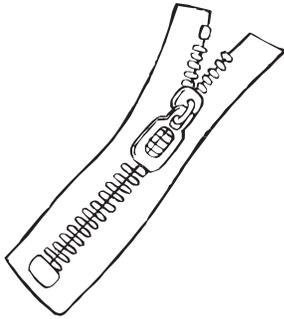


6 7 8

Letters make sounds

z says -z-

What is the first sound in every word?



zip

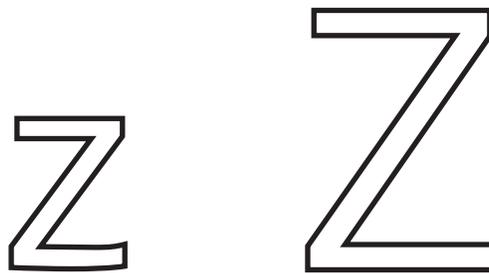


zebra



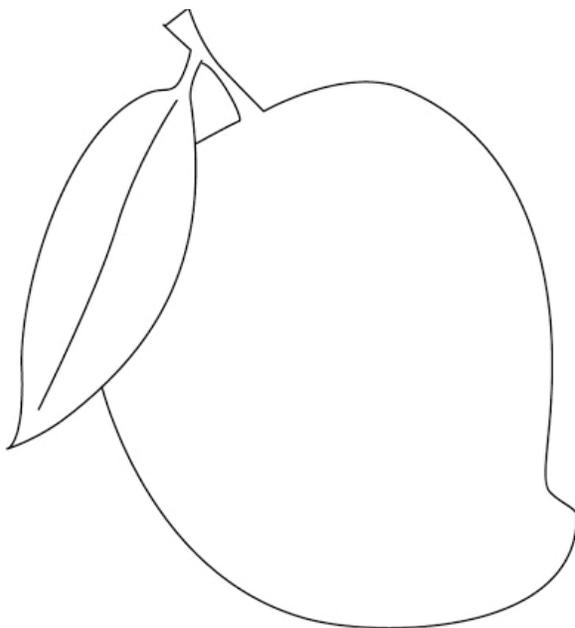
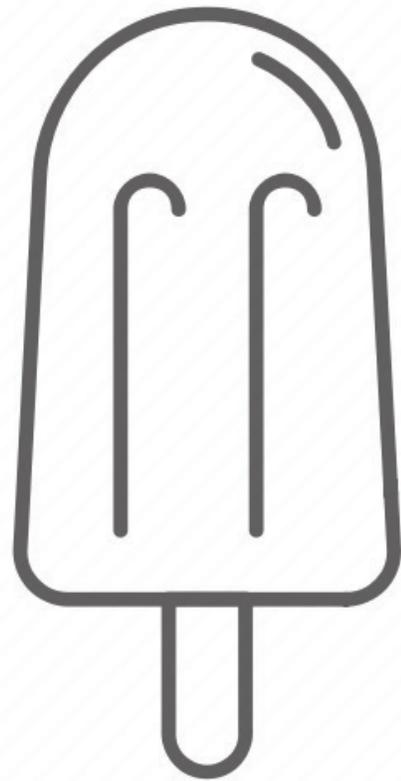
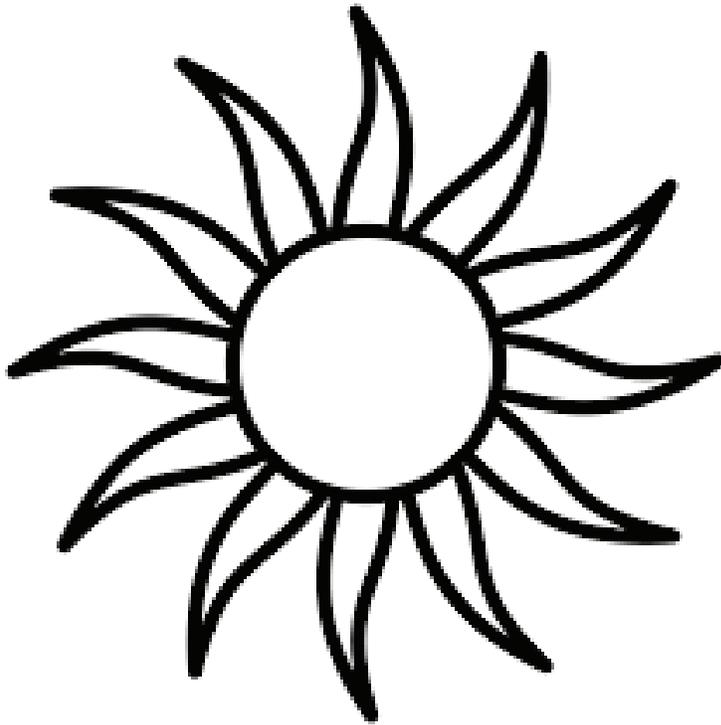
zero

Color the letter z, Z and trace the letter z.



z	z	z	z	z	z
z					
z					
z					
z					

Tear/Cut pieces of coloured paper to decorate these pictures of the summer season.



Colour the winter clothes as you like.

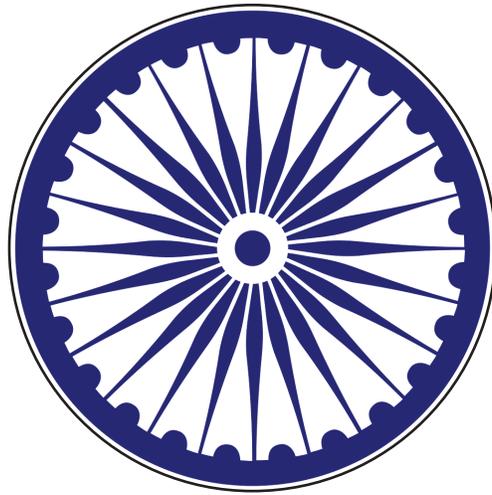


I begin to read and add II

The tasks in this week are based on

- Addition
- Numbers in ascending order
- Backward counting
- Writing alphabets serially
- Writing a few common sight words
- Completing words with helping pictures.

National Symbols



Add these objects and write the answer in the circle as shown.

$$\star \star \star + \star = 4$$

$$\star \star \star + \star \star = \bigcirc$$

$$\star \star \star + \star \star \star = \bigcirc$$

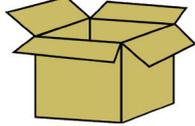
$$\star \star \star + \star \star \star \star = \bigcirc$$

$$\star \star \star + \star \star \star \star \star = \bigcirc$$

$$\star \star \star + \star \star \star \star \star \star = \bigcirc$$

$$\star \star \star + \star \star \star \star \star \star \star = \bigcirc$$

Name the pictures, then join the objects that begin with the sound of the letter given in the box. Cross out the object that does Not begin with the sound.

Date:

Week

12

Write the letters/ words as shown.

A B C D E F

G H I J K L M



Date:

Week

12

Write the letters/ words as shown.

N O P Q R S T

U V W X Y Z



Write these numbers from small to big as shown.

8, 9, 7 - 7, 8, 9

4, 3, 6 -

3, 8, 7 -

5, 2, 1 -

6, 4, 8 -

9, 3, 7 -

8, 4, 7 -

9, 3, 6 -



Write the words as shown.

a the is this and

he she an am at

See the picture and complete the word.



_ at



_ at



_ an



_ ag



_ am

Add the numbers as shown.

$$4+1= \quad ||||+| =$$

$$4+2= \quad ||||+|| =$$

$$4+3= \quad ||||+||| =$$

$$4+4= \quad ||||+|||| =$$

$$4+5= \quad ||||+||||| =$$

$$4+6= \quad ||||+|||||| =$$

Date:

Week

12

Count and write.

 -

 -

 -

 -

 -

 -

 -

 -

 -

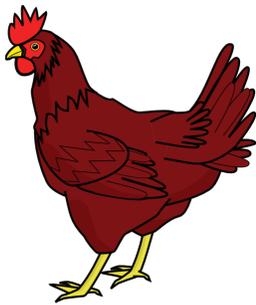
See the picture and complete the word.



_ ed



_ eg



_ en



_ et



_ en

Date:

Week

12

Fill in the blanks with capital letters.

A

—

C

D

—

F

—

—

I

J

—

—

M

—

O

P

Q

—

—

T

—

V

—

X

—

Z

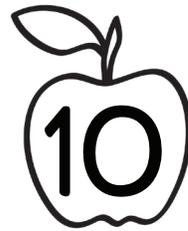
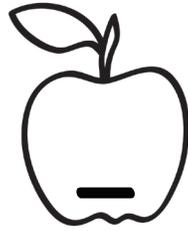
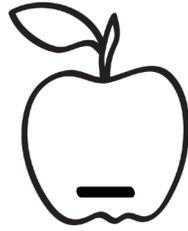
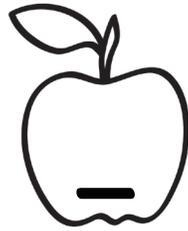
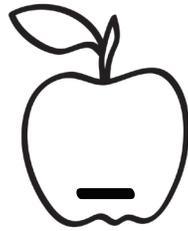


Write the words as shown.

that can on in it

of go up has give

What comes in between.

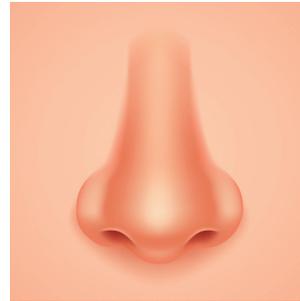


Write the correct number.

I have _____ eyes



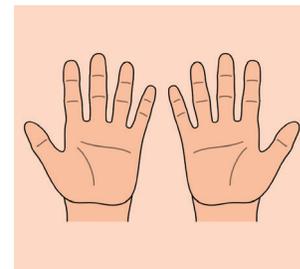
I have _____ nose



I have _____ ears



I have _____ fingers



I have _____ legs



Date:

LOOK WHAT I KNOW !



The tasks in this week are based on

- All the previous weeks' activities.
- Learning new phonic sounds - the digraphs (ch, sh, th, wh, ph) and blends (pl, cl, bl, br, dr).
- Writing short sentences.
- More addition.
- Colouring the National Flag.



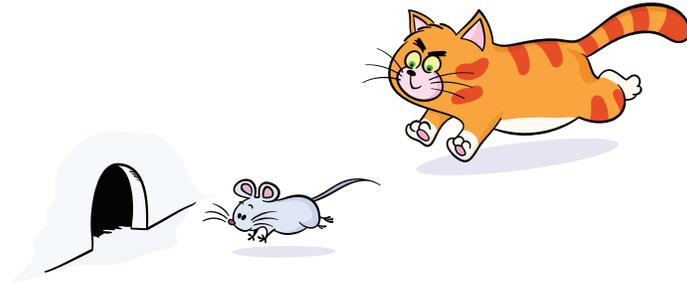
Date :

Do finger painting to decorate this picture of the rainy season.



Date:

Trace and write the sentences.



This is a cat.

It is a fat cat.

The cat saw the rat.

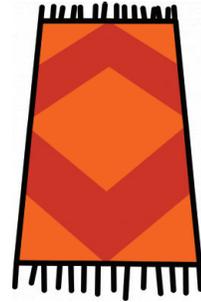
The rat ran.

Date:

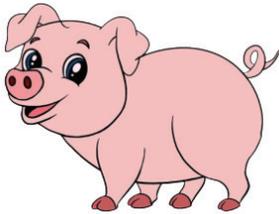
Look at the pictures and fill the blanks.



This is a blue b__



That is a m__



This is a p__



That is a h__



This is a c__

Date:

Add the numbers as shown.

$5+1=$  $+ 1$ $=$

$5+2=$ $=$

$6+1=$ $=$

$4+3=$ $=$

$3+2=$ $=$

$5+4=$ $=$

$3+4=$ $=$



Date:

Say the sounds and write the words.

ch- chair chips chin

sh- ship shop fish

wh- where what who



Date:

Say the sounds and write the words.

th- thin thick bath

th- the that this

ph- phone photo elephant



Date:

Write the number from big to small as shown.

9, 5, 2, 8 -

4, 6, 3, 7 -

2, 4, 8, 3 -

6, 10, 3, 2 -

5, 1, 9, 4 -

6, 8, 3, 9 -

4, 3, 5, 1 -

8, 4, 5, 2 -

Date:

Say the sounds and write the words.

bl-

blue

black

blood

cl-

clock

clean

clap

fl-

flag

flower

fly

dr-

drum

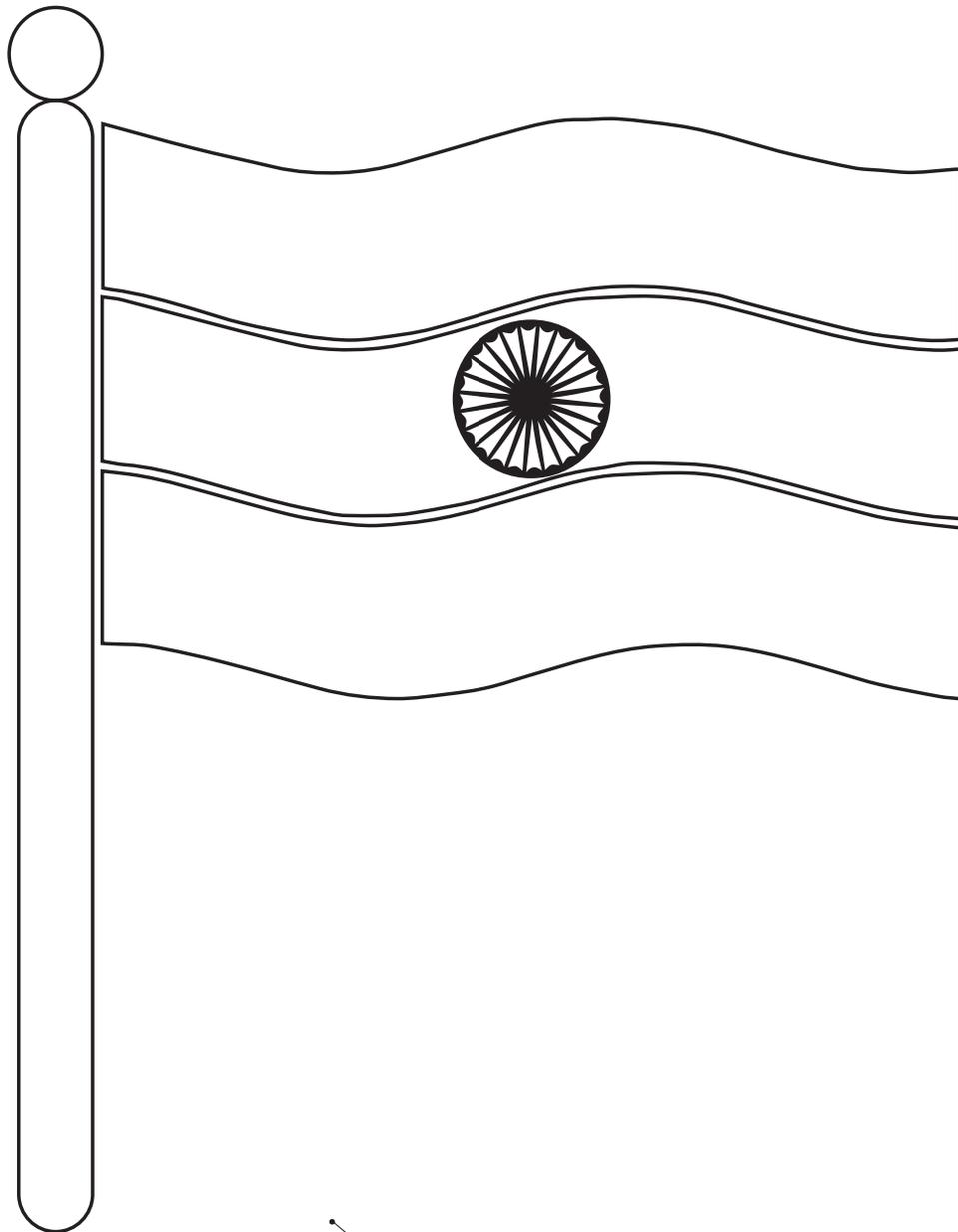
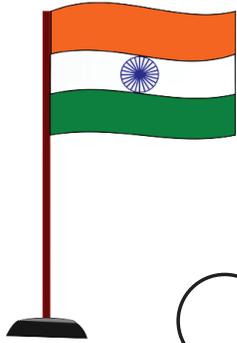
drink

draw



Date :

Our country is India and the tricolour is our flag.
Colour the flag.



Date:

Say the sounds and write the words.

gl- glass globe glue

pl- plate plant play

br- brush bring break



Date :

Some sight-words for reading

see

say

put

we

from

one

her

she

down

give

look

they

him

here

two

but

has

no

come

have

for

will

to

good

give

you

see

Date:

Look at the words and write below.

Ram has a pen. It is red.

This is a book. It is blue.

That is her house. It is big.

He is a tall boy.



Date:

I can write my name.

My name is

I am ___ years old.



Date :

Good Habits



Wake up early in the morning



Brush twice daily



Bathe regularly



Wash your hands regularly



Go to school in time and attend prayer



Help old and needy people



Drink plenty of water



Cover your mouth while sneezing



Cut your nails regularly

Date :

Festivals of India



Diwali



Holi



Eid



Christmas



Chaiti



ଶିକ୍ଷା ଆମ ଅଧିକାର



DEPARTMENT OF ST & SC DEVELOPMENT,
MINORITIES & BACKWARD CLASSES WELFARE
GOVT. OF ODISHA

